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ABSTRACT

This guide provides the curriculum materials used in a program designed to provide English as a Second Language (ESL) life-skills or vocational instruction for refugees in the Chicago metropolitan area, concentrating on the general vocational ESL skills to be taught. An overall introduction to the program is followed by a section on work English competencies and enabling skills curriculum content. Section 2 offers competencies arranged by topic and track by curriculum sublevel. The section on instructional units gives actual classroom examples that include topics such as interviewing, safety, task performance, and social skills. Task performance activities outline potential job skills, materials, and procedures. Examples include shipping clerk, housekeeper, and assembler. Student evaluation and achievement tests are also included. (NAV) (Adjunct ERIC Clearinghouse for ESL Literacy Education)

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PROJECT WORK ENGLISH

ED 384 258

Competency-Based Curriculum

GENERAL VESL

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Project Work English would like to acknowledge the contributions made by other refugee programs in Chicago. These programs referred clients to us; provided information about the cultural, language, and employment needs of the various refugee populations, and offered valuable suggestions for the evaluation and revision of the curriculum:

Association of Hmong in Illinois
Cambodian Association of Illinois
Catholic Charities of Metropolitan Chicago
Chinese American Service League
Chinese Mutual Aid Association
Ethiopian Community Association
Illinois Conference of Churches
Jewish Family and Community Services
Jewish Vocational Service
Lao Service Center
Polish Welfare Association
Travelers and Immigrants Aid
Vietnamese Association of Illinois
World Relief

Work English expresses appreciation to the staff of **Jewish Federation Refugee Social Services Program** for reviewing and evaluating Work English and making constructive recommendations.

Especially important was the support and interest of **Dr. Edwin Silverman,** State Coordinator, Refugee Resettlement Program, Office for Employment Social Services, Illinois Department of Public Aid. Dr. Silverman saw the need for General Vocational English Language Training and established its role in the scope of comprehensive service provision.

INTRODUCTION

INTRODUCTION

PROJECT WORK ENGLISH (W.E.) was funded in June 1984 by the Illinois Department of Public Aid, Office of Refugee Resettlement Services, to provide instructional services to refugees living in Chicago. The goal is to provide ESL instruction which leads to the refugee becoming economically self-sufficient as soon as possible.

Project W.E. serves 100-150 refugees at a given time. The student population comprises a variety of refugee groups: Cambodian, Ethiopian, Romanian, Assyrian, and Lao, with some Vietnamese, Hmong, Iranian, Polish, Russian, and Afghan. At any point in time, non-Southeast Asians account for more than half the student population. All receive public assistance or are at risk of receiving it. All clients are considered candidates for employment. Two-thirds of the population have been in the U.S. longer than 6 months. Their ages range from 16-62, with the majority falling between 25-40. Approximately 50% of the population is male and 50% female. Education background varies: approximately 50% have 0-3 years of education in their own countries. Approximately 5% have attended high school or college. Work experience ranges from farming/fishing to engineering. The majority have experience in unskilled jobs.

Staffing includes six full-time instructors, one half-time administrator, and one full-time and one half-time support staff. All professional staff have Masters degrees in ESL. The average length of ESL teaching experience is seven years. Bilingual assistance is provided by other agency staff as needed. Each teacher provides a total of 24 hours of instruction per week. The remaining time is spent in recruiting new students, testing incoming students, writing curriculum, visiting work-sites, discussing individual students' goals and progress with case managers and job developers, attending in-service training activities, planning lessons, and record-keeping.

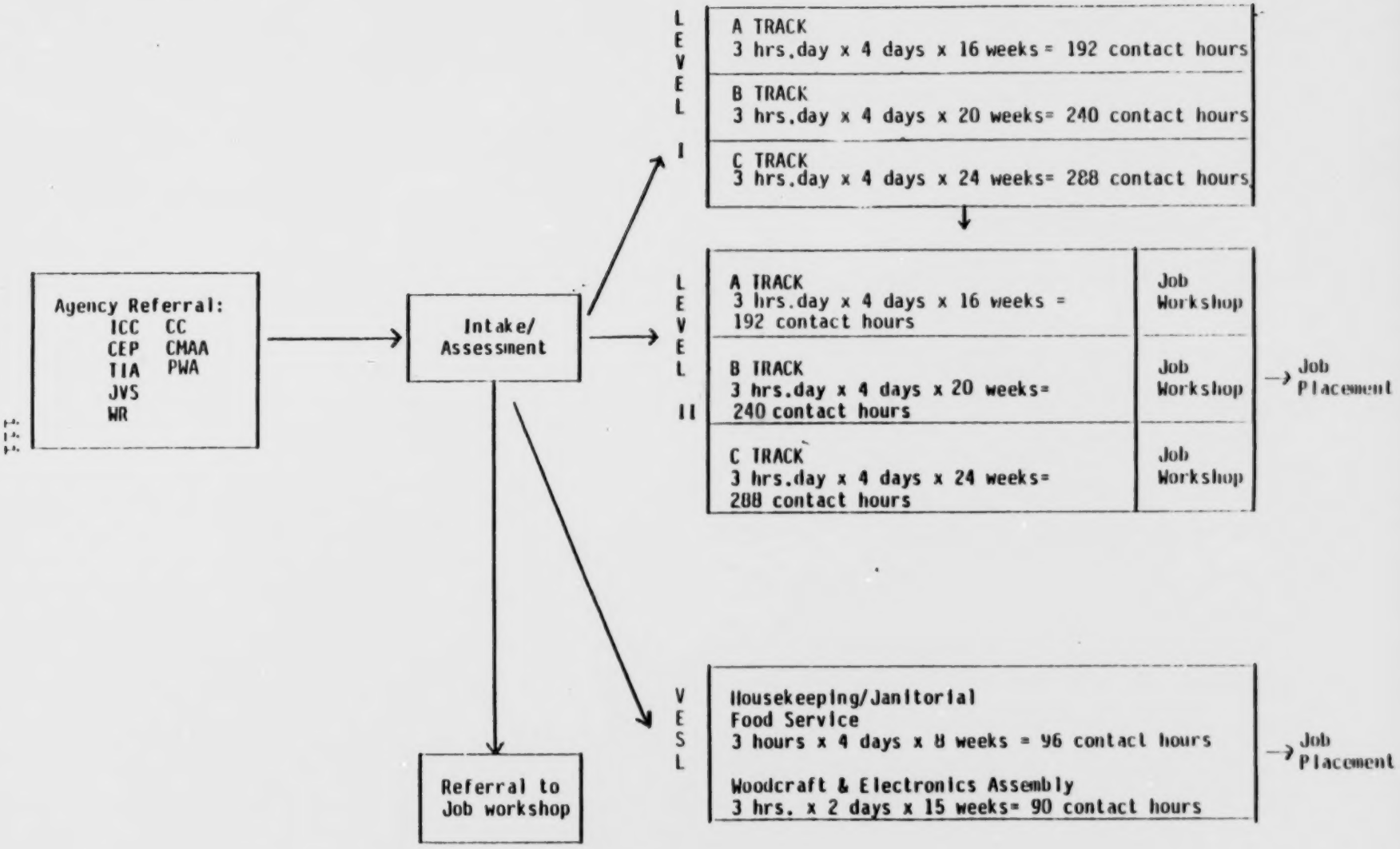
OVERVIEW OF THE INSTRUCTIONAL PROGRAM

Project Work English offers two levels of instruction: **Level One Survival** and **Level Two General VESL.** Each of these levels has three tracks, dependent upon students' literacy levels and learning rates. (see page iv for a complete description.) Occupation-Specific and Cluster VESL classes have been offered in the following areas: Housekeeping/Janitorial, Food Production/Service, Woodcraft, Auto Mechanics, Electronics and Pre-pricing.

Upon entering Project W.E., students are given the Basic English Skills Test, Core Section, and the W.E. literacy screening test. Chart I contains the test scores and the MELT Student Performance Levels for each W.E. level.

CHART I
PROJECT WORK ENGLISH PLACEMENT TESTING

W.E. LEVELS	B.E.S.T. SCORE	STUDENT PERFORMANCE LEVELS
I- C TRACK 24 weeks	Core: 0-28 points W.E. Literacy Screening Test: Part I: 0-25 points Parts II-III: 0-2 points	0, I, II
I- B TRACK 16 weeks	Core: 0-28 points W.E. Literacy Screening Test: Part I: 25-34 points Parts II-III: 3-4 points	0, I, II
I- A TRACK 16 weeks	Core: 0-28 points W.E. Literacy Screening Test: Part I: 0-25 points Parts II-III: 0-2 points	0, I, II
II-C TRACK 24 weeks	Core: 29-41 points Non-literate	III, IV
B TRACK 20 weeks	Core: 41-50 points Semi-literate	IV
A TRACK 16 weeks	Core: 41-57 points Literate	V


Agency Referral:
ICC CC
CEP CMAA
TIA PWA
JVS
WR
Intake/
Assessment
Referral to
Job workshop
LEVEL I
A TRACK
3 hrs.day x 4 days x 16 weeks = 192 contact hours
B TRACK
3 hrs.day x 4 days x 20 weeks= 240 contact hours
C TRACK
3 hrs.day x 4 days x 24 weeks= 288 contact hours
LEVEL II
A TRACK
3 hrs.day x 4 days x 16 weeks =
192 contact hours
Job
Workshop
B TRACK
3 hrs.day x 4 days x 20 weeks=
240 contact hours
Job
Workshop
C TRACK
3 hrs.day x 4 days x 24 weeks=
288 contact hours
Job
Workshop
Job
Placement
VESL
Housekeeping/Janitorial
Food Service
3 hours x 4 days x 8 weeks = 96 contact hours
Woodcraft & Electronics Assembly
3 hrs. x 2 days x 15 weeks= 90 contact hours
Job
Placement

DESCRIPTION OF INSTRUCTIONAL TRACKING

The level II General VESL curriculum is designed to provide maximum flexibility for students with widely different backgrounds and learning styles. A three-track system of instruction provides for differences in students' educational backgrounds, degrees of native and English language literacy, and subsequent learning styles. Students are placed in one of the following three tracks:

A Track: 16 Weeks

Students enrolled in this track have generally completed at least six years of formal education in their native country. Therefore, they are literate in their native language and have developed study skills which enable them to use the printed word to aid their learning of English (for example, taking notes in class, writing down vocabulary and dialogues for practice at home, etc.). These students can benefit from a formal introduction to and practice with grammatical structures which are used to support communication practice. Students can apply such knowledge to generate communication in new situations.

Also, the native language of these students is often one with a Roman alphabet. This match increases the transfer of certain linguistic and literacy skills (such as cognate vocabulary and the notion of alphabetical order), making Track A students' learning "fast".

B Track: 20 Weeks

Students enrolled in this track have generally completed some formal education in their native country (although not as much as in Track A). Therefore, they are often somewhat literate in their native language and have developed fairly good motor skills and limited study skills. However, because their native language is usally one with a non-Roman alphabet, these students are able to read and write English to a limited content only; the written word and formal study of grammatical structure do not play a major role in the students' learning. These students tend to "acquire" English by memory rather than "learn" it by study of grammatical structure (cf. "GRAMMAR FOCUS" under "Explanation of Curriculum Headings", p.xxiii).

Some B Track students have completed a year or more of ESL instruction either in overseas refugee camps or in the United States, and many have successfully completed Level I in the W.E. Project.

C Track: 24 weeks

Students enrolled in this track have generally had little or no education in their native country or in the United States, are non-literate in their native language (or come from a population whose native language has no written form), possess poor to fair motor skills, and are usually unfamiliar with the Roman alphabet. Although many of these students have successfully completed Level One in Project Work English, they need continued practice and review of new language and of basic literacy skills in Level II.

As in the B track, the written word and formal study of grammatical structure do not play major roles in these students' acquisition of English.

PROCESS OF CURRICULUM DEVELOPMENT

A curriculum is a defined outline for an instructional program. It is an essential component of an ESL program because a) it serves as a guide to teachers in planning their lessons, b) it explains to people outside the ESL program what the instruction offers clients, c) it facilitates continuity of instruction among the various levels, and d) it provides the basis for testing student achievement.

The W.E. curriculum is competency-based. This approach was chosen because it emphasizes the teaching/learning of the English needed for performing specific life skills. As the MELT Resource Package indicates, a competency-based ELT program offers the following advantages: a) consistency with accepted curriculum competence, and adult learning theory; b) a means for student evaluation; and c) a basis for program accountability.

The development of the Project Work English curriculum was an on- going activity. Listed below is a description of the steps used in this development:

PHASE ONE—DEVELOPMENT OF DRAFT

1. Reviewing existing curricula, resource materials, and textbooks.
   This review provided the developers with different perspectives on students' needs and on approaches to curriculum development. The examination of the curricula developed in the Southeast Asian refugee camps provided information about the skills the graduating students would have upon entry into our program. The most valuable resource was the Mainstream English Language Training Project Resource Package, which contains (1) suggestions for developing/adapting a competency-based curriculum, and (2) a list of competencies in topics and cross-topics for seven instructional levels.

2. Conducting a needs assessment.
   Staff surveyed employers to identify (1) the criteria used in interviewing and selecting limited English speaking workers and (2) the language needs for various entry-level jobs.

   Staff also met with job developers to determine (1) the types of jobs refugees were obtaining, and (2) the language requirements of these jobs. (These survey results can be found on page vii.)

3. Identifying topics and cross-topics for the General VESL curriculum

4. Identifying competencies for each of the topics and cross-topics

5. Grouping competencies into instructional units

6. Identifying situations and roles for the instructional units

7. Identifying language forms for each instructional unit
   The sequence was:
   a. identifying the language forms used in oral interactions
   b. identifying the language students would need to "read" and "write"
   c. identifying the vocabulary use in the oral and written language forms
   d. identifying the grammatical structures

8. Identifying strategies for adapting each instructional unit for different levels of students

9. Writing culture notes

10. Citing possible instructional materials

11. Writing teaching notes as necessary

PHASE TWO—FIELD-TESTING BY ALL STAFF

1. Reviewing teachers'comments and recommended changes based on field-testing

2. Revising and producing curriculum in its present form

PHASE THREE—FINAL VERSION

RESULTS OF EMPLOYER AND EMPLOYMENT STAFF NEEDS ASSESSMENTS

Conducting needs assessments is a vital part of competency-based approach. Project Work English conducted both employer and job developer needs assessments which determined the goals, focus, and content of the curriculum. This section contains an article published in PASSAGE which describes the process and results of the employer needs assessment.

This section also contains a summary of the results of a meeting with ten job developers and bilingual employment counselors in Chicago. The meeting participants identified language needs for getting and retaining an entry-level job and prioritized topics and competencies.

An Employer Needs Assessment

Aliza Becker, Lisa Karimer, and Linda Mrowicki
Northwest Educational Cooperative, Arlington Heights, Illinois

English language training programs are effective when they meet the language needs of their student population. For refugee Vocational English Language Training (VELT) programs, the instruction must be directed toward meeting refugees' employment needs. Such needs are best determined by an employer needs assessment.

In 1984, the Project Work English (W.E.)* staff conducted a needs assessment of those employers with limited-English proficient (LEP) workers. The purposes of the study were to determine: 1) Employers' methods for obtaining job applicants; 2) employers' criteria for selecting and hiring LEP workers; and 3) communication problems on the job. We used the results of this survey to identify language competencies needed for obtaining and retaining jobs, to select realistic work situations for contextualizing our instruction, and to focus on areas of communication that are likely to cause problems in the workplace.

Scope and Process of the Survey

W.E. identified employers for the needs assessment in two ways. First, staff telephoned persons listed in the local Society of Personnel Directors to ask if they employed LEP workers. If they answered yes, we asked if they would complete a written questionnaire. (See page ___.) Project C.A.R.E., an employer outreach and job development project, provided the names of additional employers.

Of the 150 employers who agreed to complete the questionnaire, 52 responded. The respondents varied in terms of type of company, size, ethnic background of LEP workers, types of positions filled by LEPs, and use of bilingual supervisors. (See Table 1.)

Table 1: Employer Profile
(Number of Respondents: 52)

Type of Company	
Manufacturers	42%
Food service/production	25%
Hotels	19%
Hospitals	04%
other	10%
Size	
more than 100 employees	74%
26-100 workers	20%
11-25 workers	06%
other	12%
Ethnic Groups (% of companies with following ethnic groups)	
Hispanics	33%
Eastern Europeans	20%
Indochinese	17%
Middle Easterners	12%
Jobs (% of companies with workers in following work areas)	
janitorial/housekeeping	21%
machine operation	17%
assembly	14%
food preparation	14%
shipping	13%
other	21%

Supervisors

83% of the companies indicated that some supervisors were bilingual. Of those supervisors, 49% were Hispanic and 19% Polish. The remaining 32% represented a variety of language groups.

*Project W.E. in Chicago is a VELT program which provides refugees with the language skills to obtain and retain jobs. It serves all refugees – Cambodian, Lao, Ethiopian, Assyrian, and Romanian are its major student groups. Students can attend a level-one survival class and/or a level-two or level-three pre-employment class. Students study 10-12 hours per week (or from four to ten months). Because of its unique program structure and limited time for study, the program has to provide English language skills as expeditiously as possible.

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The results from this employer profile indicate that our students are likely to be employed by large companies with a multi-ethnic and multi-lingual workforce, but where English is needed for successful work performance. Because of the variety of jobs held by LEP workers, W.E. incorporated many different examples of work situations into its curriculum and daily language instruction.

Survey Results and Implications

The employers' criteria for the recruitment and selection of the LEP worker, the types of communication problems encountered on the job, and the implications for our curriculum and classroom are summarized below.

1. *What are the most important methods for finding job applicants?*

Responses to this question are summarized in Table 2.

Table 2: Methods for Finding Job Applicants
(Number of Respondents: 51)

Sources	
Walk-ins	27%
Personal recommendations from current staff	25%
Social Service agency referrals	21%
Want ads	21%
School job postings	02%
Union pool	01%
Other	03%

Twenty-one employers responded when asked to identify the single most important method for finding job applicants; the two most important sources were referrals and recommendations from current employees (28%) and walk-ins (16%).

Implications

- W.E. encourages its students to ask friends, sponsors, and family to tell them about job openings and provide recommendations on their behalf to potential employers. In its ESL instruction, W.E. teaches students the English needed to walk into a company, request information regarding current and future job openings, ask about the procedures for applying, and filling out a job application.
- Want-ads are not a vital source of information about job openings, especially for entry-level jobs using unskilled workers. For those students with minimal literacy skills, time is better spent teaching more useful job-seeking strategies as indicated in Table 2 than teaching the extensive English skills needed to read a want add.

2. *What criteria do employers use in selecting their LEP workers?*

We asked employers to identify the importance of the following: the interview, personal recommendations from current employees, job applications, previous work experience in the U.S., and previous work experience in the native country.

Table 3 indicates the importance of the various criteria to specific job areas.

On a follow-up questionnaire, 36% of the respondents ranked previous U.S. work experience as the single most important criterion. The job interview was identified by 28% as the second most important.

Implications

- A VELT program should provide students with supervised work experiences, since many refugees lack any work experience in the U.S. Such an activity can demonstrate to an employer that the refugee has the skills to succeed on the job. Supervised work experience is especially important when the job involves the operation of machines, since this work varies from country to country.
- Students should be aware that some employers may not consider lengthy work experience in their native country important. Gaining work experience through an entry-level job in the U.S. is given more weight than past experience because it demonstrates the ability to function in the U.S. workplace.
- Project W.E. emphasizes those competencies that result in a successful interview, such as the ability to state skills and work experience and questions regarding pay, schedules, and benefits.
- The importance of the job application varies from employer to employer. Some employers consider it important and use it as an assessment of the applicant's level of English; other

Table 3: Criteria for Employee Selection by Job Area
(Number of Respondents: 52)

	Interview	Personal Recommendation	Previous Job Application	Previous U.S. Work Experience	Work Experience Native Country	Other
1. Assembly	38%	00%	05%	33%	05%	19%
2. Packing	33%	10%	05%	29%	00%	33%
3. Shipping	31%	00%	00%	31%	00%	38%
4. Janitorial/ Housekeeping	37%	00%	03%	37%	07%	18%
5. Machine Operation	24%	00%	04%	52%	08%	12%
6. Food Preparation	50%	00%	00%	30%	10%	10%

employers allow applicants to take the application home or to get assistance from another person in filling it out. In our program,we consider it important for more literate students to learn to complete the application form independently. Less literate students should learn to complete the application by copying pertinent information from a model application that is already completed.

3. What communication problems occur on the job?

A variety of communication problems can occur on the job. We asked employers to identify the importance of seven potential problem areas. Table 4 summarizes their responses (see page __).

The responses indicate that there are problems, although to varying degrees. "Following directions" and "Failure to ask when something is not understood," are the most often cited problem areas. These are followed in importance by "Absenteeism/ tardiness without notification," "Obeying safety regulations," and "Inability to report problems on the job." "Understanding company policy" and "Relations with other employees" are important, but to a lesser degree.

Implications

ESL instruction should address the above points. For each problem area, some selected student competencies and class activities are noted below.

- *Following Directions:* An important teaching/ learning activity is one in which students follow directions in order to complete a task. Sample tasks which W.E. has incorporated into instruction are: measuring and sorting nails, addressing and stuffing envelopes, and measuring liquids in calibrated containers.
- *Asking for Clarification:* A teacher can develop specific listening exercises in which one or several key words are unknown to the students who must then ask for clarification. Situations which require clarification can also be built into tasks in which students must clarify multiple directions.
- *Reporting absenteeism or tardiness:* Dialogues and role-plays are useful in teaching this competency. (Project W.E. has a policy that students, even those at the beginning level, must call in if they will be late or absent.)
- *Obeying safety regulations:* This requires both an understanding of the importance of safety in our culture and an ability to use language related to safety. Examples are, reading safety signs, following regulations for proper dress, requesting safety clothing, and reporting hazards, accidents, and injuries.
- *Reporting problems on the job:* This requires some production and fluency on the part of students; competencies are introduced in simple terms at the lowest level but practiced extensively by higher-level students who are likely to obtain jobs which require greater English fluency and increased responsibility. Competencies are typically practiced in the context of a task which requires students to report supply shortages in order to complete the task.
- *Relations with other employees:* Peer relations are enhanced by the teaching of such social

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Table 4: Communication Problems
(Number of Respondents: 48)

	Not Important	Somewhat Important	Important	Very Important
a) Following directions	09%	37%	39%	15%
b) Obeying safety regulations	18%	37%	41%	04%
c) Understanding company policy	07%	28%	50%	15%
d) Relations with other employees	30%	57%	11%	02%
e) Reporting problems on the job	07%	30%	50%	13%
f) Absenteeism/tardiness without notification	28%	28%	26%	18%
g) Failure to ask if something is not understood	10%	12%	38%	40%

language as greetings/farewells, making invitations, and carrying on a variety of small talk. Understanding the appropriate use of such language is as important as learning the actual language.

- *Understanding company policy:* Company policies include benefits, scheduling, unions, paycheck deductions, and workers' rights and responsibilities. Much of the information is best conveyed and discussed in the student's native language. Language competencies can include requesting information and reporting problems.

The results from our survey have been vital in developing a greater awareness of the language needs of workers in a variety of jobs and in identifying and selecting competencies and priorities in our curriculum and instruction. Additional employer contact and follow-up studies of our students' success after program completion will assist us in refining our curriculum, thereby enabling us to meet our students' needs effectively.

***Lisa Karimer** is the VESL Curriculum coordinator for Project OSCAER at Northwest Educational Cooperative. Previously, she worked at Project Work English as a VESL instructor and curriculum designer. She has conducted numerous teacher training workshops on the development of VESL classroom activities. She holds a master's degree in Applied Linguistics from Northeastern Illinois University.*

***Aliza Becker** taught ESL at Project Work English from 1984 to 1985. Currently, she is Job Workshop Specialist for the Women's Employment Resource Center (WERC) of Travelers' and Immigrants' Aid. She leads workshops and writes curriculum for low-income and battered women from a variety of backgrounds.*

***Linda Mrowicki** is the director of Project Work English and program manager of the MELT-TAP Project at Northwest Educational Cooperative. She has conducted a variety of workshops in the areas of employment-focussed ESL instruction and workplace literacy.*

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QUESTIONNAIRE

EMPLOYMENT OF THE LIMITED ENGLISH SPEAKING

Name of Company:

Please circle the most appropriate response(s):

I. BACKGROUND INFORMATION

1. Type of Industry

   a. Manufacturing
   b. Hotel
   c. Food production
   d. Hospital
   e. Other _____

2. Number of Staff Employed

   a. 1 – 25
   b. 16 – 100
   c. over 100

3. What Ethnic Groups are employed by your Company?

   a. Indochinese
   b. Hispanic
   c. Middle Eastern
   d. Eastern European
   e. Other _____

4. In which area(s) do your immigrant/refugee employees work?

   a. Assembly
   b. Packing
   c. Shipping
   d. Janitorial/Housekeeping
   e. Machine operation
   f. Food preparation
   g. Other _____

5. Do you have bilingual supervisors? _____ If so, for which group(s)?

   a. Hispanic
   b. Chinese
   c. Polish
   d. Indochinese
   e. Other _____

QUESTIONNAIRE (CONT.)

II. SELECTION PROCESS

6. Where do you find your applicants?

   a. Personal recommendations of present staff.
   b. Responses to want ads
   c. Social agency referrals
   d. Walk-ins
   e. Other _____

Please rate Question 7 on a four-point scale. Circle the extent to which you feel the statement expresses a problem (0 = Not important; 3 = Very important).

7. What value do you place on the following criteria for employment in an Entry Level Position?

a.	Interview	0	1	2	4
b.	Personal recommendations	0	1	2	4
c.	Accuracy and neatness of job application	0	1	2	4
d.	Previous work experience in the U.S.	0	1	2	4
e.	Previous work experience in the native country	0	1	2	4
f.	Other _____	0	1	2	4

8. Of the criteria in Question 7, which is the most important? a b c d e f

9. Are your job applications filled out on site? Yes No

III. RESULTS

Circle the extent to which you feel the following expresses a problem with immigrant/refugee employees (0 = No problem; 3 = Extremely troublesome)

10. a.	Following directions	0	1	2	4
b.	Obeying safety regulations	0	1	2	4
c.	Ability to understand company policy	0	1	2	4
d.	Relations with other employees	0	1	2	4
e.	Ability to report problems on the job	0	1	2	4
f.	Absenteeism/Tardiness without notification	0	1	2	4
g.	Failure to ask when something is not understood	0	1	2	4

The results of this survey will be used to improve the quality of pre-employment training given to refugees. We hope this will ultimately benefit you.

THANK YOU!

Please return to: Project Work English, Northwest Educational Cooperative, 500 S. Dwyer Ave., Arlington Heights, IL 60005

SUMMARY OF EMPLOYMENT STAFF NEEDS ASSESSMENT

Assumptions About Getting A Job

The employment staff stated the assumptions listed below. This information was used to establish different language content for Tracks A, B, and C, and criteria for successful completion of these tracks.

1. **Application Forms**
   - Literate students should be able to fill out a nonsimplified job application without assistance.
   - Nonliterate students should be able to fill out a basic job application by copying vital information from a model application.

2. **Want Ads**
   - Literate students are not likely to use them in job search but it would be beneficial to expose them to want ads if time is available.
   - Nonliterate students will not use want ads to find jobs.

3. **Job Search**
   - Literate students should have enough English skills to conduct independent job search. Nonliterate students will get a job through the assistance of a job developer, neighbor or
   - relative.

4. **Job Interview**
   - Literate students should be able to respond to typical interview questions and ask common questions about a job.
   - Nonliterate students should be able to minimally answer typical interview questions.

Language Topics

The employment staff identified the topics which they feel are the most important. This information was used in identifying instructional units and in determining how much time should be allocated to each topic.

Priority Topics	Absence Clarification/Verification Following Directions
Second Priority Topics	Problems Safety
Third Priority Topics	Telephone Work Schedules and Time Cards Forms Transportation
Topics of Less Importance	Social Language Task Performance Location Identification Measurement Reporting for an interview

CONTENT OF THE WORK ENGLISH GENERAL VESL CURRICULUM

Topics and Cross-Topics

The content of the curriculum falls into two categories: job obtaining and job retaining. These categories reflect the goals of the program—teaching the English needed to get a job and to retain it. The General VESL language competencies are further divided into topic and cross-topic areas. A topic refers to the context in which language is used. For example, the competency "State job desired or applied for" is found in the topic JOB INTERVIEW. A cross-topic is a topic which can occur in other topic areas. For example, the competency "Ask someone to speak more slowly or to repeat something" from the cross-topic CLARIFICATION/VERIFICATION can be taught in conjuction with competencies from the topics of TASK PERFORMANCE, JOB INTERVIEW, and SAFETY, among others.

There is a total of eight topics and cross-topics in the General VESL curriculum:

TOPICS	CROSS-TOPIC
Task Performance	Clarification/Verification
Safety	
General Work-Related	
Work Schedules, Time Sheets, Paychecks	
Social Language	
Job Application	
Job Interview	

It is important to note that upon occasion a teacher may need to review or incorporate competencies from the Survival Curriculum topics and cross-topics. The following are likely to be spiralled in an employment context in the General VESL class:

1. Emergencies (related to safety)
2. Health (related to accidents/injuries or obtaining regular employee check-ups)
3. Transportation (getting to a job interview or workplace)
4. Money (related to paychecks)
5. Personal Identification (related to job applications and interviews)
6. Telephone (related to calling in sick or late)
7. Time and Dates (related to work schedules, time sheets, and paychecks)
8. Basic Literacy Skills (review for Track C students)

EXPLANATION OF CURRICULUM HEADINGS

Each instructional unit contains nine sections. Each heading is described below:

1. **Competencies**—The target competencies for the instructional units are listed. Often two or more are combined and are taught together.

2. **Enabling Skills**—These are conceptual skills which students must have acquired in order for the targeted language to be learned. Students with a strong educational background may already possess these skills; other students, however, may have to be taught these skills at some point during the course.

3. **Sample Situations**—One or two situations provide the context for the instruction. These descriptions represent typical workplace situations for entry-level jobs in the Chicago area.

4. **Culture Notes**—These notes focus on some of the difficulties students may experience in adapting to the American workplace. They have been suggested by case managers and job developers who provide employment counseling and services. Teachers may find it difficult to provide all the information contained in the notes to a Track C class without the help of a bilingual aide, but these notes have been listed so that teachers can be aware of some potential cutural conflicts.

5. **Possible Materials**—The materials listed are only suggestions. Teachers should decide for themselves what is relevant for their particular students. Although a variety of materials contain some General VESL activities, Work English primarily uses four texts. Each instructional unit contains references to appropriate pages from these texts:

English That Works, Books 1 and 2. K. Lynn Savage, et al. Glenview, IL: Scott-Foresman, 1982.
Let's Work Safely. Linda Mrowicki. Palatine, IL: Linmore Publishing, 1984.
Speaking Up At Work. Catherine Robinson and Jenise Rowecamp. New York: Oxford University Press, 1985.
Your First Job. D. W. Prince and Julia Gage. Englewood Cliffs, NJ: Prentice-Hall, 1986.

6. **Sample Oral Language**—Sample oral interchanges have been provided. As a general rule, the interchanges represent the minimum amount of language that students need in order to be able to function successfully in various situations. The teacher can vary the interchanges according to students' abilities and needs. Occasionally, interchanges containing more complex language have been listed for Tracks A and B.

7. **Sample Written Language**—Sample forms, charts, signs and other appropriate workplace literacy materials are given.

8. **Vocabulary**—Whenever possible, general categories of vocabulary have been listed rather than individual items, and are indicated by an initial upper case letter. The teacher can select individual items based on a particular class's needs and ability. Individual vocabulary items not belonging to a general category appear in the lower case (for example, "pay period").

9. **Grammar Focus**—The major grammatical structures found in the interchanges are identified. Where possible, the grammatical structure terminology is the same as that used in the MELT Resource Package. Examples of structures are included in parentheses where the grammatical nomenclature may be vague. In a competency-based curriculum, grammar is a means to the end of developing communicative competence and is never an end in itself. This does not mean, however, that grammatical structure plays no role in the students' acquisition of English. Focus on grammatical structure varies with the students' backgrounds and learning styles as follows:

TRACK A

Because of their educational background (6 years +), students in Track A will probably expect some form of grammatical structure explanation and focus, since they may have experience with a grammatical approach to learning languages. While Track A students can thus benefit by some grammatical structure practice, instructors should keep in mind that the goal of the Work English curriculum is the development of communicative competence. Whenever possible, written grammatical structure exercises should relate to the competencies being taught, both in terms of vocabulary and context.

TRACKS B AND C

Most of the structures in the GRAMMAR FOCUS column are learned as "formula" by Track B and C students. Because of their limited formal education, these students tend to "acquire" English by memory rather than "learn" it by conscious focus on grammatical structure. Instructors may find it necessary to practice important structures often, using traditional structural drills. (This is especially true for Track C students.) Whenever possible, practice should relate to the competency being taught as well as the reality of students' lives.

INSTRUCTIONAL SEQUENCE

The competencies are organized into instructional units. Teachers sequence these units in order of importance to students' lives, ease of contextualization, and difficulty of learning. Listed below are examples of a Teacher's Calendar for A, B, and C Track classes.

SEQUENCE OF INSTRUCTIONAL UNITS - TRACK A

WEEKS	TOPIC	INSTRUCTIONAL UNITS	ENABLING SKILLS	COMMENTS
1-4	Social Language	1, 2, 3, 4, 5		
	General Work Related	1	ES-1	
	Task Performance	1	ES-2, 3	
		2, 3, 7		
	Clarification	1		
	Work Schedules	3, 6	ES-12, 15	
	Job Application	1		
	Job Interview	2		Competency JI-2 only
5-8	General Work Related	2		
	Task Performance	1	ES-3,4,5,6	Assign more complex tasks than in weeks 1-4
		4, 5, 8, 9		
		10	ES-13	
		12		
	Work Schedules	1, 2	ES-5	
		5	ES-14	
	Clarification	2		
	Safety	1, 2, 3		
9-12	General Work Related	3-7		
	Task Performance	1	ES-7, 8, 9	Assign more complex tasks than in previous weeks
		6, 11	ES-10, 13	
		13		
	Work Schedules	4, 7		
	Safety	1, 2, 3		Spiral, using additional items.
		4, 5, 6, 7		
	Job Application	1, 2, 3		
	Job Interview	2		Competency JI-2 only
		3, 4		
13-16	Task Performance	1, 11		Assign more complex, multi-step tasks.
	Safety	1-4		Use additional material
		5-7		Use additional
		8		
	Job Application	4		
	Job Interview	3, 4, 5		

SEQUENCE OF INSTRUCTIONAL UNITS - TRACK B

WEEKS	TOPIC	INSTRUCTIONAL UNITS	ENABLING SKILLS	COMMENTS
1-5	Social Language	1, 2, 3		
	General Work Related	1	ES-1	
	Task Performance	1	ES-2, 3	ES-3: Use short codes.
		2, 3, 7		
	Clarification	1		
	Work Schedules	3, 6	ES-12, 15	
	Job Application	1		
	Job Interview	2		Competency JI-2 only.
6-10	General Work Related	2		
	Task Performance	1	ES-3	Assign more complex tasks than in weeks 1-5
			ES-4, 5, 11	Use longer codes.
		4, 5, 8, 9		
		10	ES-13	
	Work Schedules	1, 2	ES-5	
		5	ES-14	
	Clarification	2		
	Safety	1, 2, 3		
11-15	General Work Related	3, 4, 5, 6		
	Task Performance	1	ES-7, 8, 9	Assign more complex tasks than in previous weeks.
11-15		6	ES-13	
	Work Schedules	4, 7		
	Safety	1, 2, 3		Spiral, using additional items.
		4, 5, 6, 7		
	Job Application	1, 2		Instructional Unit 2: Cover half the material
	Job Interview	2		Competency JI-2 only.
		3, 4		
16-20	Task Performance	1		Assign more complex tasks than in previous weeks.
	Safety	1-4		Use additional material
		5, 6, 7		Use additional material
	Job Application	1, 2, 3		Finish material from Instructional Unit 2.
	Job Interview	3, 4		

SEQUENCE OF INSTRUCTIONAL UNITS -TRACK C

WEEKS	TOPIC	INSTRUMENTAL UNITS	ENABLING SKILLS	COMMENTS
1-6	Social Language	1, 2		
	General Work Related	1	ES-1	
	Task Performance	1	ES-2, 3	ES-3: use simple sorting criteria and short codes
		2, 3, 7		
	Clarification	1		
	Work Schedules	3	ES-12	
	Job Application	1		Use a simple form, not a job application, at this stage.
	Job Interview	2		Competency JI-2 only.
7-12	General Work Related	2		
	Task Performance	1	ES-3, 4, 5	Assign more complex tasks than in weeks 1-6 ES3: use more complex sorting criteria and longer codes.
		4, 5, 8, 9		
	Work Schedules	1, 2	ES-6	
	Safety	1, 2, 3		
13-18	General Work Related	3		
	Task Performance	1	ES-7, 8, 9	Assign more complex tasks than in previous weeks.
		6		
	Work Schedules	4		
	Safety	1, 2, 3, 4		Spiral Units, 1, 2, 3 using additional items.
	Job Application	1, 2		Instructional Unit 2: cover half the material
	Job Interview	2		Competency JI-2 only
		3, 4		
19-24	Task Performance	1		Assign more complex tasks than in previous weeks.
	Safety	1-4		Use additional material
	Job Application	1, 2		Finish material from Instructional Unit 2.
	Job Interview	3		

CURRICULUM ADAPTABILITY

The W.E. curriculum is designed to meet the needs of a variety of students. While the key competencies have been identified as necessary for obtaining and retaining entry-level jobs and are, therefore, important to all tracks, the curriculum can be adapted by teachers to meet the special needs of their classes. Some strategies for adapting include the following:

1. For Track C students: the language practiced should reflect the competency-related role it will have outside of class. For example, for the competency "State previous occupations, job skills, and education in simple terms" Track C students learn to give minimal answers to the questions in simple English: they do not learn to produce the questions a personnel director would ask during an interview. Track A or B students, on the other hand, may practice the production of such interview questions, perhaps as part of a role-play activity.

2. The selection of language forms should differ in complexity for the various tracks. For the competency "Give oral warnings about safety", Track C students learn "Don't wear any jewelry," while Track A students learn an additional form, "You shouldn't wear any jewelry. It could get caught in the machine".

3. For the Track A students, the grammatical structures listed for each competency can be introduced and focussed upon. This grammar practice can aid Track A students in learning English while it would neither be appropriate nor possible with Tracks B or C.

4. For the Tracks A and B, additional competencies have been included. These competencies are important for the types of jobs likely to be obtained by students with higher English proficiency.

5. For the Track A students, reading and writing activities (such as those provided in the four VESL texts listed under POSSIBLE MATERIALS) can be successfully incorporated into the curriculum. These activities reinforce the language forms practiced orally.

STUDENT EVALUATION

Work English evaluation of students takes place in two ways: (1) on an ongoing basis using Key Competency Checklists, and (2) at the end of class using a Final Achievement Test.

1. **Ongoing Assessment:** Key Competency Checklists

Because all W.E. classes are open entry/open exit, ongoing assessment is needed to keep track of student achievement of specific key competencies covered during the course. Based on input from employers and job developers (cf. Needs Assessment Results, p. vii +), W.E. staff have identified those competencies which are considered essential for students to master if they are to successfully obtain and retain entry-level jobs. These "key" competencies form the basis of the evaluation process. (Refer to p. 127 + for the Key Competency Lists.)

The Key Competency Lists have been designed for use as a progress report on each student. The format enables the teacher to make an informal assessment of student progress throughout the course. The columns on the right hand side of the page provide space for rating students on each competency using a scale of 0 - 1 - 2. As each competency is taught, the teacher enters the date that a particular level of mastery was achieved. At any point during the course, the instructor, case manager, or job developer can view the progress of an individual student.

2. End of Class Achievement Test

The test used by Project Work English at the end of the Level II course appears on pages 130-148. It is based on the Key Competency List and includes most key competencies. This test is used as a tool to assess achievement at the end of the Level II course and as an exit criterion from the W.E. program. Two forms of the test are available: one for Track C and a second for Tracks A and B. The achievement test is designed to test the key points of the curriculum. It is divided into seven parts:

Part I:	Job Application
Part II:	Interview
Part III:	Roleplay—calling in sick
Part IV:	Safety
Part V:	Task Performance
Part VI:	Directions
Part VII:	Reading a Work Schedule

A passing grade for all tracks is considered to be 70%. Students who do not achieve this score will either repeat segments of the course or are referred directly to their employment agencies if it is determined that direct job placement is a more immediate need than repeating the course.

Specific instructions regarding the test administration and scoring are found on pages 130-148.

WORK ENGLISH COMPETENCIES AND ENABLING SKILLS

WORK ENGLISH VESL COMPETENCIES

RETAINING A JOB

Task Performance

TP-1. Follow instructions to carry out a simple task.
TP-2. Respond appropriately to supervisor's comments about quality of work on the job, including mistakes, working too slowly, and incomplete work.
TP-3. Request supervisor to check work.
TP-4. Report completion of task to supervisor.
TP-5. Request supplies.
TP-6. Ask where object is located; follow oral directions to locate an object.
TP-7. Follow simple oral directions to locate a place.
TP-8. Read charts, labels, forms or written instructions to perform a task.
TP-9. State a problem and ask for help if necessary.
TP-10. Respond to inquiry as to nature or progress of current task; state amount and type of work already completed.
TP-11. Respond appropriately to work interruption or modification.
TP-12. Record tally or quantity on inventory, production, or supply request form.
TP-13. Follow instructions to carry out a multi-step task.
TP-14. Give simple oral directions to locate an object or place.
TP-15. Give an explanation for poor quality work.

Clarification/Verification

CV-1. Clearly state when something has not been/has been understood.
CV-2. Ask someone to speak more slowly or to repeat something.
CV-3. Repeat to verify that information has been understood.

Work Schedules/Time Sheets/Paychecks

WS-1. Respond to requests to work a particular shift or schedule.
WS-2. Read work schedules and identify days and shifts to be worked.
WS-3. Read and fill out time sheets.
WS-4. Read gross and net pay on paychecks.
WS-5. Report errors on a paycheck.
WS-6. Read work schedules and verify duties to be performed.
WS-7. Fill out total hours on time sheets.
WS-8. Read common deductions on paychecks.
WS-9. Read and fill out W-4 forms.

General Work Related

GWR-1. Give appropriate reason for absence or tardiness for self or family member in person or on telephone.
GWR-2. Request permission to take time off, or to leave early, or to otherwise modify one's work schedule.
GWR-3. Request appropriate person and state own name and nature of appointment, errand, or problem.
GWR-4. Take and deliver message given in person to the appropriate person.
GWR-5. Read name and department on employee name tags.
GWR-6. Read common departmental and directional signs.
GWR-7. Take and deliver a simple phone message.

Safety

S-1. Read basic safety signs.
S-2. Give and respond to oral warnings or basic commands about safety.
S-3. Identify safe and unsafe work procedures and situations.
S-4. Report accidents and injuries in simple terms.
S-5. Explain cause of accident in simple terms.
S-6. Ask about proper usage of unfamiliar substances or objects.
S-7. Identify and ask for appropriate safety equipment.
S-8. Fill out an accident report form.

Social Language

SL-1. Initiate and respond to greetings and farewells.
SL-2. Introduce self and others.
SL-3. Ask and answer simple questions about personal background and family.
SL-4. Respond appropriately when a conversation ends.
SL-5. Ask and answer simple questions about daily activities, weekly routines, and weekend activities.
SL-6. Initiate and respond to greetings and farewells using appropriate register.
SL-7. Ask and respond to questions about common conversational topics—weekend plans, recent experiences, weather, traffic, etc.
SL-8. Talk about personal interests, recreation or hobbies.

OBTAINING A JOB

Job Application

JA-1. Copy details of personal information in appropriate place on form or job application; sign and date form.

JA-2. Read main headings on job application form; recognize most common variations of headings.

JA-3. Copy details of education, work experience and references in appropriate place on job application.

JA-4. Copy training, citizenship, and health information (including emergency contact) in appropriate place on job application.

JA-5. Complete standard job application without assistance by copying information from model.

Job Interview

JI-1. State job desired or applied for.

JI-2. State name, address, telephone number, social security number and citizenship status upon request.

JI-3. State previous occupations, job skills, and education in simple terms.

JI-4. Respond to specific questions about previous work experience using short phrases, including occupation(s), length, and dates of employment.

JI-5. State shift preference and starting date.

JI-6. State how employer can contact the person being interviewed.

JI-7. State reasons for wanting the job applied for.

JI-8. State whether relatives are employed at firm applied to.

JI-9. State means of transportation to worksite.

JI-10. Describe previous work experience, job skills, qualifications, and training, including degrees of ability.

ENABLING SKILLS

Used in SOCIAL LANGUAGE and GENERAL WORK RELATED

ES-1. Use public or private dial or push-button phone. (i.e., hold phone correctly, dial correctly, recognize busy signal and dial tone, etc.)

Used in TASK PERFORMANCE/FOLLOWING DIRECTIONS

ES-2. Count (for example, items produced).
ES-3. Sort by item type, color, shape, condition, size, or according to alpha, numeric, or alpha-numeric code.
ES-4. Use serial order to sort or locate items.
ES-5. Use alphabetical order to locate name on work schedule or in a phone book or file, or to locate an object stored by alpha or alpha-numeric code.
ES-6. Use alphabetical order to sort items.
ES-7. Measure items.
ES-8. Weigh items.
ES-9. Understand the most frequently used fractions (1/4, 1/3, 1/2, 2/3, 3/4)
ES-10. Understand fraction and decimal systems.
ES-11. Use lists or charts to identify coded items.

Used in WORK SCHEDULES, TIME SHEETS, FORMS, PAYCHECKS

ES-12. Distinguish between rows and columns on forms.
ES-13. Distinguish between "item" and "quantity" on forms.
ES-14. Distinguish between discrete times and continuous times (Monday and Friday vs. Monday through Friday) and locations (Rooms 101 and 109 vs. Rooms 101-109).
ES-15. Compute hours worked on time sheet (greater accuracy is expected from A and B track students).

COMPETENCIES LISTED BY TOPIC AND TRACK

RETAINING A JOB

TOPIC: TASK PERFORMANCE

CORE	TP-1.	Follow instructions to carry out a simple task.
	TP-2.	Respond appropriately to supervisor's comments about quality of work on the job, including mistakes, working too slowly, and incomplete work.
	TP-3.	Request supervisor to check work.
	TP-4.	Report completion of task to supervisor.
	TP-5.	Request supplies.
	TP-6.	Ask where object is located; follow oral directions to locate an object.
	TP-7.	Follow simple oral directions to locate a place.
	TP-8.	Read charts, labels, forms or written instructions to perform a task.
	TP-9.	State a problem and ask for help if necessary.
	TP-10.	Respond to inquiry as to nature or progress of current task; state amount and type of work already completed.
	TP-11.	Respond appropriately to work interruption or modification.
B	TP-12.	Record tally or quantity on inventory, production, or supply request form.
A	TP-13.	Follow instructions to carry out a multi-step task.
	TP-14.	Give simple oral directions to locate an object or place.
	TP-15.	Give an explanation for poor quality work.

TOPIC: CLARIFICATION/VERIFICATION

CORE	CV-1. CV-2.	Clearly state when something has not been/has been understood. Ask someone to speak more slowly or to repeat something.
B	CV-3.	Repeat to verify that information has been understood.

TOPIC: WORK SCHEDULES/TIME SHEETS/PAYCHECKS

CORE	WS-1.	Respond to requests to work a particular shift or schedule.
	WS-2.	Read work schedules and identify days and shifts to be worked.
	WS-3.	Read and fill out time sheets.
	WS-4.	Read gross and net pay on paychecks.
	WS-5.	Report errors on a paycheck.
B	WS-6.	Read work schedules and verify duties to be performed.
	WS-7.	Fill out total hours on time sheets.
	WS-8.	Read common deductions on paychecks.
A	WS-9.	Read and fill out W4 forms.

TOPIC: GENERAL WORK RELATED

CORE	GWR-1. Give appropriate reason for absence or tardiness for self or family member in person or on telephone. GWR-2. Request permission to take time off, or to leave early, or to otherwise modify one's work schedule. GWR-3. Request appropriate person and state own name and nature of appointment, errand, or problem.
B	GWR-4. Take and deliver a message given in person to the appropriate person. GWR-5. Read name and department on employee name tags. GWR-6. Read common departmental and directional signs.
A	GWR-7. Take and deliver a simple phone message.

TOPIC: SAFETY

CORE	S-1.	Read basic safety signs.
	S-2.	Give and respond to oral warnings or basic commands about safety.
	S-3.	Identify safe and unsafe work procedures and situations.
	S-4.	Report accidents and injuries in simple terms.
B	S-5.	Explain cause of accident in simple terms.
	S-6.	Ask about proper usage of unfamiliar substances or objects.
	S-7.	Identify and ask for appropriate safety equipment.
A	S-8.	Fill out an accident report form.

TOPIC: SOCIAL LANGUAGE

CORE	SL-1.	Initiate and respond to greetings and farewells.
	SL-2.	Introduce self and others.
	SL-3.	Ask and answer simple questions about personal background and family.
	SL-4.	Respond appropriately when a conversation ends.
B	SL-5.	Ask and answer simple questions about daily activities, weekly routines, and weekend activities.
A	SL-6.	Initiate and respond to greetings and farewells using appropriate register.
	SL-7.	Ask and respond to questions about common conversational topics—weekend plans, recent experiences, weather, traffic, etc.
	SL-8.	Talk about personal interests, recreation or hobbies.

TOPIC: JOB APPLICATION

CORE	JA-1.	Copy details of personal information in appropriate place on form or job application; sign and date form.
	JA-2.	Read main headings on job application form; recognize most common variations of headings.
	JA-3.	Copy details of education, work experience and references in appropriate place on job application.
B	JA-4.	Copy training, citizenship, and health information (including emergency contact) in appropriate place on job application.
A	JA-5.	Complete standard job application without assistance by copying information from model.

TOPIC: JOB INTERVIEW

CORE	JI-1.	State job desired or applied for.
	JI-2.	State name, address, telephone number, social security number and citizenship status upon request.
	JI-3.	State previous occupations, job skills, and education in simple terms.
	JI-4.	Respond to specific questions about previous work experience using short phrases, including occupation(s), length, and dates of employment.
	JI-5.	State shift preference and starting date.
	JI-6.	State how employer can contact the person being interviewed.
B	JI-7.	State reasons for wanting the job applied for.
	JI-8.	State whether relatives are employed at firm applied to.
	JI-9.	State means of transportation to worksite.
A	JI-10.	Describe previous work experience, job skills, qualifications, and training, including degrees of ability.

NORTHWEST EDUCATIONAL COOPERATIVE

PROJECT WORK ENGLISH

Competency-Based Curriculum

GENERAL VESL

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Rose Jones, Instructor
Catherine Porter, Instructor

Funded by Refugee Resettlement Program, Office for Employment and Social Services, Illinois Department of Public Aid

INSTRUCTIONAL UNITS

TOPIC: Task Performance **INSTRUCTIONAL UNIT** 1

TRACK CORE

COMPETENCIES:

TP-1. Follow instructions to carry out a simple task.
CV-1. Clearly state when something has been/has not been understood.
TP-2. Respond appropriately to supervisor's comments about quality of work.

ENABLING SKILLS:

ES-2. Count.
ES-3. Sort by item type, color, shape, condition, size, or according to alpha, numeric, or alpha-numeric code.
ES-4. Use serial order to sort or locate items.
ES-5. Use alphabetical order to locate name on work schedule or in a phone book or file or to locate an object stored by alpha or alpha-numeric code.
ES-6. Use alphabetical order to sort items.
ES-7. Measure items.
ES-8. Weight items.
ES-9. Understand the most frequently used fractions.
ES-10. Understand fraction and decimal systems.
ES-11. Use lists or charts to identify coded items.

SAMPLE SITUATIONS:

1. A supervisor gives instructions to a worker about packing barbeque grills. He later returns to provide feedback.
2. A lead worker gives instructions about sorting screws and nuts according to size. She later gives feedback.
3. A co-worker gives instructions about the preparation of a shipping label and provides feedback.

CULTURE NOTES:

POSSIBLE MATERIALS:

Refer to Section - which contains descriptions of the task performance activities. Materials are available in the W.E. storeroom.

Speaking Up At Work - pp. 83-86

Your First Job - pp. 52-60

TOPIC: Task Performance **INSTRUCTIONAL UNIT** 1

TRACK CORE

SAMPLE ORAL LANGUAGE	**VOCABULARY**
1) Supervisor: Put the black Smokey Joe grills in these boxes. Worker: OK, I understand, Black Smokey Joe. (later) Supervisor: That's right. Good job. Worker: OK. 2) Lead Worker: Put the 1/2" screws in this bin. Worker: 1/2". OK. (later) Lead Worker: You have some 1/3" screws here. Worker: Sorry. I'll do it again. 3) Co-Worker: Put the shipping label in the middle of the top flap on the box. Worker: In the middle. Like this? Co-Worker: Yes, that's right. Worker: Thanks for the help.	Vocabulary depends on task. Task activities - put, rotate, sort, stalk, take, tighten, loosen. right/wrong
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	Simple imperative, positive and negative Prepositional phrases (place) Adverbs of place and time

TOPIC: Task Performance **INSTRUCTIONAL UNIT** 2

TRACK CORE

COMPETENCIES:

TP-3. Request supervisor to check work.
TP-4. Report completion of task to supervisor.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A worker asks a supervisor to check the salads which have just been made.
2. A worker completes the inventory on parts and gives the form to the supervisor.
3. A housekeeper tells her supervisor she has finished cleaning the assigned rooms.

CULTURE NOTES:

POSSIBLE MATERIALS:

See Instructional Unit 1

TOPIC: Task Performance **INSTRUCTIONAL UNIT** 2

TRACK CORE

SAMPLE ORAL LANGUAGE	**VOCABULARY**
1) Worker: Mr. Smith, can you check the salads? Supervisor: Just a minute. Worker: Thanks. 2) Worker: I'm finished. Here's the inventory. Please check it. Supervisor: Thank you. 3) Worker: Anna, I'm finished. I cleaned 8 rooms. Supervisor: I'll check them. If they're OK, you can leave.	finished done check right/wrong
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	Past tense Modal verbs: <u>can</u>, <u>could</u> (request)

TOPIC: Task Performance **INSTRUCTIONAL UNIT** 3

TRACK CORE

COMPETENCIES:

TP-5. Request supplies.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A worker needs some masking tape to finish packing a box.
2. A worker needs a Phillips screwdriver to finish a project.

CULTURE NOTES:

In the American work force, workers are expected to take the initiative and speak up if they have run out of supplies. Students from some cultures tend to simply sit and wait for someone to "come to their rescue" rather than speaking up.

POSSIBLE MATERIALS:

See Instructional Unit 1
Speaking Up At Work - pp. 47-49; pp. 97-103

TOPIC: Task Performance **INSTRUCTIONAL UNIT** 3

TRACK CORE

SAMPLE ORAL LANGUAGE

1) Worker: Excuse me, do you have some masking tape?
Co-Worker: Yes, here it is.
Worker: Thanks.

2) Worker: Can I borrow a Phillips screwdriver?
Co-Worker: Ok, but I need it back in 5 minutes.
Worker: Thanks.

VOCABULARY

Supplies - tools, parts, fluids, etc.

ran out of

SAMPLE WRITTEN LANGUAGE *

PARTS REQUEST

NO. 436

____ RUSH TIME RECEIVED 9:00

DEPT. Mfg. TIME FILLED ____

P.N. A-1315 6 QTY. 10

J Smith 6/14

REQUESTED BY DATE

FILLED BY DATE NO. SENT

GRAMMAR FOCUS

Indefinite articles: a, an

Indefinite adjective: some

Modal verb: can (permission)

* Tracks A & B only; from Your First Job - p. 27

TOPIC: Task Performance **INSTRUCTIONAL UNIT** 4

TRACK CORE

COMPETENCIES:

TP-6. Ask where object is located; follow oral directions to locate an object.

ENABLING SKILLS:

ES-5. Use alphabetical order to locate an object stored by alpha or alpha-numeric code.
ES-11. Use list or chart to identify coded items.

SAMPLE SITUATIONS:

1. A worker asks a supervisor where the cleaning fluid is.
2. A worker asks a co-worker where to find a packing box.

CULTURE NOTES:

POSSIBLE MATERIALS:

Speaking Up At Work - p. 21; pp. 27-30

TOPIC: Task Performance **INSTRUCTIONAL UNIT** 4

TRACK CORE

SAMPLE ORAL LANGUAGE	**VOCABULARY**
1) Worker: Excuse me, I need some cleaning fluid. Where is it? Supervisor: Go to the storeroom. It's on the top shelf. Worker: Top shelf. OK, thank you. Supervisor: You're welcome. 2) Worker: Maua, where is a packing box? Co-worker: In the corner, next to the desk. Worker: Thanks.	Top, middle, bottom Second/third/fourth etc. from the right/ left, top/bottom Shelf, cabinet, cupboard, locker, desk, drawer, closet
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	Prepositional phrase (place) Ordinal numbers Wh- questions (where)

TOPIC: Task Performance **INSTRUCTIONAL UNIT** 5

TRACK CORE

COMPETENCIES:

TP-7. Follow simple oral directions to locate a place.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A worker asks a co-worker how to get to the cafeteria.
2. A worker asks a co-worker how to get to the Personnel Office.

CULTURE NOTES:

POSSIBLE MATERIALS:

Speaking Up At Work - pp. 20-26

TOPIC: Task Performance **INSTRUCTIONAL UNIT** 5

TRACK CORE

SAMPLE ORAL LANGUAGE	**VOCABULARY**
1) Worker: Excuse me, where is the cafeteria? Co-Worker: Go down the hall and turn right. It's the second door on the left. Worker: Thank you. Co-Worker: You're welcome. 2) Worker: Can you help me? Where is the personnel office? Co-Worker: Turn right and go to the last door. Worker: Thanks. Co-Worker: That's OK.	Where Left, right, straight ahead the first, second, third, etc. Names of common departments-personnel, shipping, etc.
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	Simple imperative Wh-questions (where) Ordinal numbers

TOPIC: Task Performance **INSTRUCTIONAL UNIT** 6

TRACK CORE

COMPETENCIES:

TP-8. Read charts, labels, forms or written instructions to perform a task.

ENABLING SKILLS:

ES-11. Use lists or charts to identify coded items.
ES-12. Distinguish between rows and columns on forms.
ES-13. Distinguish between "item" and "quantity" on forms.
ES-14. Distinguish between discrete times and continuous times and locations.

SAMPLE SITUATIONS:

1. A housekeeper reads her daily form which indicates the rooms to be cleaned.
2. A worker reads the order form to identify which products should be labeled and packed.

CULTURE NOTES:

POSSIBLE MATERIALS:

See Instructional Unit 1

Teaching Note: Clarification/Verification-Instructional Unit 1 can be included in this instructional unit. Students then practice reading the forms and orally clarify/verify before performing the task.

TOPIC: Task Performance

INSTRUCTIONAL UNIT 6

TRACK CORE

SAMPLE ORAL LANGUAGE	VOCABULARY
	Item Quantity Times Dates written with abbreviations and numerically Symbols - #, $ Alpha, numeric, and alpha-numeric codes
SAMPLE WRITTEN LANGUAGE *	**GRAMMAR FOCUS**
SUPPLY REQUEST FIRST NAME _____ LAST NAME _____ DATE 6 - 15 - 86 (MONTH / DAY / YEAR) # / # 255 3 — 20X18 4 215 0 — 215-2 12 415 2 — ID 7 63 15 — 20X3C 0 INITIALS _____ SUPERVISOR'S INITIALS _____	

* See Task Performance #7 (pages 124-126) for additional forms and activities.

TOPIC: Task Performance **INSTRUCTIONAL UNIT** 7

TRACK CORE

COMPETENCIES:

TP-9. State a problem and ask for help if necessary.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A worker's soldering tool is broken.
2. A worker notices that some barbecue grills have broken handles. He notifies the supervisor.
3. The cutting machine is malfunctioning. A worker asks his supervisor for help.

CULTURE NOTES:

Workers are expected to take the initiative and report problems as they come up, rather than wait for a supervisor to "rescue" them.

POSSIBLE MATERIALS:

Speaking Up At Work - pp. 43-46; 101-103

TOPIC: Task Performance **INSTRUCTIONAL UNIT** 7

TRACK CORE

SAMPLE ORAL LANGUAGE	VOCABULARY
1) Worker: Please help me. This tool doesn't work. Supervisor: Let me see. I'll get you another one. Worker: Thank you. 2) Worker: There's a problem. Three barbecue grills don't have handles. Supervisor: I'll look at them. 3) Worker: The cutting machine doesn't work. Supervisor: What's wrong? Worker: It starts and then it stops. Can you look at it? Supervisor: I'll be there in a minute.	Broken, damaged, chipped, cracked, bent, doesn't work can't find missing, short
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	Be + adjective (It's broken) Modal verb: can (request)

TOPIC: Task Performance **INSTRUCTIONAL UNIT** 8

TRACK CORE

COMPETENCIES:

TP-10. Respond to inquiry as to nature or progress of current task: state amount and type of work already completed.

ENABLING SKILLS:

ES-2. Count .

SAMPLE SITUATIONS:

1. A supervisor inquiries about the number of rooms a housekeeper has cleaned.
2. A lead worker asks how many items have been assembled.
3. A supervisor asks an electronics assembly worker if there are any problems.

CULTURE NOTES:

POSSIBLE MATERIALS:

TOPIC: Task Performance

INSTRUCTIONAL UNIT 8

TRACK CORE

SAMPLE ORAL LANGUAGE	**VOCABULARY**
1) Supervisor: Thuy, how many rooms have you cleaned? Worker: I finished eight this morning. 2) Lead Worker: How many lights have you assembled? Worker: Fifty. Lead Worker: How many more are left? Worker: Twenty-five. 3) Supervisor: How's it going? Worker: Fine. Supervisor: Any problems with the circuit boards? Worker: No, no problems. Supervisor: Good.	Cardinal numbers finished, done to be to have left } (remaining)
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	Present perfect tense (listening only) Past tense

TOPIC: Task Performance **INSTRUCTIONAL UNIT** 9

TRACK CORE

COMPETENCIES:

TP-11.Respond appropriately to work interruption or modification.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A supervisor asks a worker to interrupt a task and undertake another.
2. A kitchen supervisor asks a salad maker to change the ingredients in a salad for a special order.

CULTURE NOTES:

POSSIBLE MATERIALS:

Speaking Up At Work - pp. 125-132

TOPIC: Task Performance **INSTRUCTIONAL UNIT** 9

TRACK CORE

SAMPLE ORAL LANGUAGE	**VOCABULARY**
1) Supervisor: Thuy, please stop your work and come here. Worker: Just a minute. Supervisor: I need another person in packing. Can you work there today? Worker: In packing? OK. 2) Supervisor: Anna, please change this salad. Put on cucumber instead of tomatoes. Worker: No tomatoes? Supervisor: No, no tomatoes. Cucumbers instead. Worker: Ok, cucumbers.	change instead of Time expressions - before, after, then
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	Adverbs of time Imperatives

TOPIC: Task Performance **INSTRUCTIONAL UNIT** 10

TRACK B

COMPETENCIES:

TP-12. Record tally or quantity on inventory, production, or supply request form.

ENABLING SKILLS:

ES-2. Count.
ES-3. Sort by item type, color, shape, condition, size, or according to alpha-numeric code.
ES-4. Use serial order to sort or locate items.
ES-12. Distinguish between rows and columns on forms.
ES-13. Distinguish between "item" and "quantity" on forms.

SAMPLE SITUATIONS:

1. A machine operator counts and writes the number of items produced during her shift.
2. A food service worker tallies the number of salads made.

CULTURE NOTES:

POSSIBLE MATERIALS:

Refer to pp. 117-126 which contain descriptions of task performance activities. Materials are available in the W.E. storeroom.

TOPIC: Task Performance **INSTRUCTIONAL UNIT** 10

TRACK B

SAMPLE ORAL LANGUAGE

VOCABULARY

Item
Quantity
Colors
Sizes

Number, no., #

Pounds, Ounces,
Dozen

Alpha, numeric, and
alpha-numeric codes

SAMPLE WRITTEN LANGUAGE

GRAMMAR FOCUS

HOURLY PRODUCTION

ITEM	QTY	ITEM	QTY
255	_____	2000	_____
215	_____	215-2	_____
415	_____	112	_____
63	_____	200C	_____

Worker _____ Date _____

Supervisor _____ Time _____

TOPIC: Task Performance **INSTRUCTIONAL UNIT** 11

TRACK A

COMPETENCIES:

TP-13. Follow instructions to carry out a multi-step task.
CV-3. Repeat to verify that information has been understood.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A supervisor explains to a new worker how to operate a machine.
2. A worker explains to a newly-hired co-worker how to mix some cleaning fluids.

CULTURE NOTES:

POSSIBLE MATERIALS:

Speaking Up At Work - pp. 127-132

TOPIC: Task Performance **INSTRUCTIONAL UNIT** 11

TRACK A

SAMPLE ORAL LANGUAGE	**VOCABULARY**
1) Supervisor: First, push the "On" switch and wait until the green light goes on. Then push the "Ready" switch. Worker: First the "On" switch. Then the "Ready" switch. I understand. 2) Worker: Go to the storeroom and get some cleaning fluid from the top shelf. Then mix one part cleaning fluid and one part water in the bucket. Be sure to wear gloves. New Co-Worker: Top shelf in the storeroom. Half solution and half water? Worker: That's right. And don't forget your gloves. New Co-Worker: I won't.	Depends on task at hand. Time expressions: first, second, next, then, last, etc.
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	Prepositional phrases (place) Subordinate clauses of time (before, after, when, until, while) Imperatives, positive and negative Ordinal numbers

TOPIC: Task Performance **INSTRUCTIONAL UNIT** 12

TRACK A

COMPETENCIES:

TP-14. Give simple oral directions to locate an object or place.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A worker asks a co-worker where the toolbox is.
2. A worker asks a co-worker where the Copy Room is.

CULTURE NOTES:

POSSIBLE MATERIALS:

Speaking Up At Work - pp. 20-30
Your First Job - p. 69

TOPIC: Task Performance **INSTRUCTIONAL UNIT** 12

TRACK A

SAMPLE ORAL LANGUAGE

1)

Worker: Tran, where's the toolbox? I can't find it.
Co-Worker: Go to the cabinet in the corner and look in the middle drawer.
Worker: Middle drawer of the cabinet. Thanks.

2)

Worker: Excuse me. I'm looking for the Copy Room. Can you tell me where it is?
Co-Worker: Go down the hall and turn left. It's the second door on the right.
Worker: Down the hall, turn left, second door on the right. Thanks a lot.

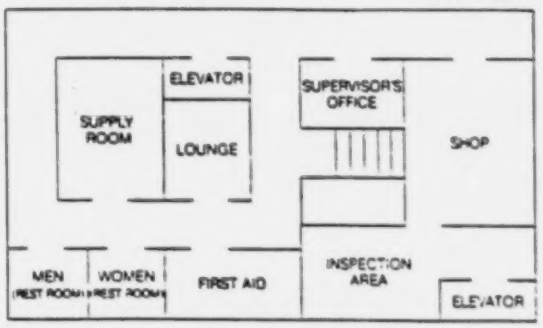
VOCABULARY

See Instructional Unit 4.

SAMPLE WRITTEN LANGUAGE *

FLOOR PLAN OF AHMED'S FACTORY

SECOND FLOOR



GRAMMAR FOCUS

Wh-questions (where)

Embedded questions

Imperatives

Prepositional phrases (place)

* from Speaking Up At Work - p. 26

TOPIC: Task Performance **INSTRUCTIONAL UNIT** 13

TRACK A

COMPETENCIES:

TP-15. Give an explanation for poor quality work.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A supervisor asks a food service worker why the cookies are slightly burned.
2. A supervisor asks a machine operator why too few items are being produced.

CULTURE NOTES:

POSSIBLE MATERIALS:

Speaking Up At Work - pp. 83-86
Your First Job - pp. 52-60

TOPIC: Task Performance

INSTRUCTIONAL UNIT 13

TRACK A

SAMPLE ORAL LANGUAGE	**VOCABULARY**
1) Supervisor: These cookies are burned. What happened? Worker: The oven was too hot. I'll change the temperature. Supervisor: Good idea. 2) Supervisor: Your quota is 25 an hour, but you're only making 15 an hour. What's wrong? Worker: The machine keeps stopping. Something is wrong. Supervisor: You should report it to the mechanic right away! It has to get fixed. Worker: OK. I'll do it now.	Depends on task. See Instructional Unit 1.
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	Adverbial Intensifiers: very, too, enough, so Be + adjective Simple past tense Future tense

TOPIC: Clarification/Verification **INSTRUCTIONAL UNIT** 1

TRACK CORE

COMPETENCIES:

CV-1. Clearly state when something has been/has not been understood.
CV-2. Ask someone to speak more slowly or to repeat something.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A new worker is receiving on-the-job training from his supervisor the first day on the job. The worker doesn't understand everything the supervisor says.
2. A supervisor asks a worker to work late, but the supervisor speaks so quickly that the worker doesn't understand.

CULTURE NOTES:

Students from many cultures (especially Southeast Asia) are very hesitant to admit that they don't understand something that is said to them.
Students must be made aware that in the American work force it is not shameful to ask for clarification. That is, employers much prefer that a worker speak up and say "I don't understand" rather than say "Yes, I understand" when in fact s/he does not.

POSSIBLE MATERIALS:

Speaking Up At Work - pp. 2,4,6-10

Your First Job - pp. 15-16

Teaching Notes: This topic can occur within any of the other topics in the curriculum. It is absolutely essential to review and integrate competencies CV-1 and CV-2 as often as possible. Lessons covering competencies in the topic TASK PERFORMANCE/FOLLOWING DIRECTIONS provide especially good opportunities for practicing clarification/verification skills.

TOPIC: Clarification/Verification **INSTRUCTIONAL UNIT** 1

TRACK CORE

SAMPLE ORAL LANGUAGE	**VOCABULARY**
Supervisor: Do you understand?/Do you get it? Worker: Yes, I understand./I get it. Supervisor: Get it? Worker: I'm sorry, I don't understand. (Please repeat that.) Worker: (doesn't understand something) Could you repeat that, please? Could you speak more slowly, please?	get it, got it repeat slowly
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	Modal verb: could (polite request) Imperatives

TOPIC: Clarification/Verification **INSTRUCTIONAL UNIT** 2

TRACK B

COMPETENCIES:

CV-3. Repeat to verify that information has been understood.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A supervisor gives instructions to a worker. The worker repeats the instructions to indicate comprehension.
2. The personnel director informs a newly-hired worker when to start work. The worker verifies the starting date and time by repeating.

CULTURE NOTES:

POSSIBLE MATERIALS:

Speaking Up At Work - p. 8; p. 130
Your First Job - pp. 16-17

Teaching Note: See Clarification/Verification Instructional Unit 1.

TOPIC: Clarification/Verification **INSTRUCTIONAL UNIT** 2

TRACK B

SAMPLE ORAL LANGUAGE	**VOCABULARY**
1) Supervisor: Sort these paint brushes by size. The large paint brushes go in this box, and the smaller ones go over there. Worker: Large paint brushes in this box. Small brushes there. Yes, I understand. 2) Personnel Director: You can start work next Monday, the 25th, at 9:00 am. Worker: Next Monday at 9:00. OK.	Depends on the information being verified.
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**

TOPIC: Work Schedules/Time Sheets/Paychecks **INSTRUCTIONAL UNIT** 1

TRACK CORE

COMPETENCIES:

WS-1. Respond to requests to work a particular shift or schedule.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A supervisor asks a worker to put in overtime.
2. Personnel notifies a worker to change a shift.

CULTURE NOTES:

It is important for workers to be flexible about shifts and work schedules.

POSSIBLE MATERIALS:

Speaking Up At Work - pp. 112-117

Your First Job - pp. 39-43

TOPIC: Work Schedules/Time Sheet/Paychecks **INSTRUCTIONAL UNIT** 1

TRACK CORE

SAMPLE ORAL LANGUAGE	**VOCABULARY**
1) Supervisor: Moua, can you work overtime on Saturday? Worker: What time? Supervisor: From 8-1. Worker: 8-1. Yes. 2) Personnel: Kompha, we are changing you from night shift to day shift starting Monday. Worker: What time is the shift? Personnel: From 7:00 to 3:00. Is that OK? Worker: Yes, that's fine.	Days of the week Shifts - day, evening, night, swing, graveyard full-time, part-time, overtime Time expressions (from ____ to _____ for ____ hours/days)
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	Wh-questions (<u>when</u>, <u>what</u>) Modal verb: <u>can</u>, <u>could</u> (request)

TOPIC: Work Schedules / Time Sheets / Pay **INSTRUCTIONAL UNIT** 2

TRACK CORE

COMPETENCIES:

WS-2. Read work schedules and identify days and shifts to be worked.
CV-1. Clearly state when something has not been/has been understood.

ENABLING SKILLS:

ES-12. Distinguish between rows and columns on forms.
ES-14. Distinguish between discrete time and continuous times and locations.

SAMPLE SITUATIONS:

1. A worker sees the work schedule posted on the bulletin board for the upcoming week. She clarifies the schedule with her boss.

CULTURE NOTES:

Work schedules can and do change frequently, and often the last minute. It is the worker's responsibility to check the work schedule regularly, clarifying or verifying any changes with the supervisor as necessary.

POSSIBLE MATERIALS:

Speaking Up At Work - pp. 11-14
English That Works - pp. 144-166

TOPIC: Work Schedules/Time Sheets/Paychecks **INSTRUCTIONAL UNIT** 2

TRACK CORE

SAMPLE ORAL LANGUAGE

Worker: Excuse me, do I work 2 hours overtime on Monday?
Supervisor: Yes, from 5:00 - 7:00.
Worker: OK. No problem.

VOCABULARY

Days of the week

Shifts - day, evening, swing, night, graveyard
AM, PM

full-time, part-time, overtime

24 hr. time system

Time expressions (from ___ to ___ for ___ hours/days)

SAMPLE WRITTEN LANGUAGE*

A-1 Welding Work Schedule

FOR FEB 16-22, 1986

	Day Shift 8 a.m.-4 p.m.	Swing Shift 4 p.m.-12 mid.	Graveyard Shift 12 mid.-8 a.m.
Su	———	———	———
M	AMY		SOM
T	JEFF	AMY	SOM
W	AMY	JEFF	SOM
Th	JEFF	AMY	SOM
F	AMY	JEFF	SOM
Sa	———	———	———

GRAMMAR FOCUS

Yes-no questions

Adverbs of time

*from Speaking Up At Work - p. 12

TOPIC: Work Schedules/Time Sheets/ Paychecks **INSTRUCTIONAL UNIT** 3

TRACK CORE

COMPETENCIES:

WS-3. Read and fill out time sheets.

ENABLING SKILLS:

ES-1. Distinguish between rows and columns on forms.
ES-15. Compute hours worked on time sheet

SAMPLE SITUATIONS:

1. A worker reads his time card to check the times punched on it from the time clock, signs it, writes the date, and submits it for payment.

CULTURE NOTES:

POSSIBLE MATERIALS:

Speaking Up At Work - pp. 33-37
English That Works I - pp. 135-143
Your First Job - pp. 45-47

Teaching Notes: Most workplaces use time clocks. Filling out the time sheets has been included for instructional purposes: it reinforces the learning of time and it encourages student punctuality to class.

TOPIC Work Schedules/Time Sheets/Paychecks **INSTRUCTIONAL UNIT** 3

TRACK CORE

SAMPLE ORAL LANGUAGE

VOCABULARY

Time

Days of the week- full form and abbreviations

Name

Signature

Dates

pay period, payday

Time expressions - once a month/every month; twice a month/every 2 weeks; once a week/ every week; everyday

SAMPLE WRITTEN LANGUAGE *

GRAMMAR FOCUS

House Cleaners, Inc.

TIME SHEET

Employee's Name: Lan Fong

Pay Period Ending: 2/9/85

	AM In	Lunch Out	Lunch In	PM Out	Total Daily Hours
Sunday	—	—	—	—	—
Monday	8 00	12 00	1 00	5 00	8
Tuesday	—	—	1 00	5 00	4
Wednesday	8 00	12 00	1 00	5 00	8
Thursday	—	—	1 00	5 00	4
Friday	8 00	12 00	1 00	5 00	8
Saturday	—	—	—	—	—

Employee's Signature: Lan Fong

Total Hours: 32

* from Speaking Up At Work - p. 35

TOPIC: Work Schedules/Time Sheets/Pay **INSTRUCTIONAL UNIT** 4

TRACK CORE

COMPETENCIES:

WS-4 Read gross and net pay on paychecks.
WS-5 Report errors on paychecks.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A worker reads her paycheck to determine her take-home pay.

2. A part-time worker receives his paycheck, but thinks there is a mistake in the number of hours he has been paid for. He asks the personnel officer about it.

CULTURE NOTES:

The concept of gross vs. net pay is very important and may be unfamiliar to many students (especially Southeast Asians). Bilingual assistance may be necessary in the classroom to explain the concepts of taxes and deductions.

POSSIBLE MATERIALS:

Speaking Up At Work - pp. 50-56

TOPIC: Work Schedules/Time Sheets/Paychecks **INSTRUCTIONAL UNIT** 4

TRACK CORE

SAMPLE ORAL LANGUAGE

Worker: Excuse me. I think there is a mistake on my paycheck.
Personnel Officer: What's the problem?
Worker: It's not enough. I worked 20 hours last week.
Personnel Officer: Let me check it. I'll talk to you tomorrow.
Worker: Tomorrow? Thank you.

VOCABULARY

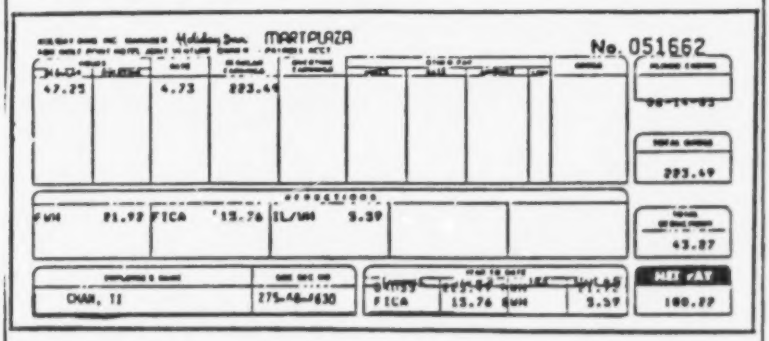
gross pay
net pay, take-home pay

pay period
regular/overtime

taxes-federal, social security, state, city

mistake, error
not enough/too much

SAMPLE WRITTEN LANGUAGE



GRAMMAR FOCUS

Adverbs of time

TOPIC: Work Schedules/Time Sheets/Pay **INSTRUCTIONAL UNIT** 5

TRACK B

COMPETENCIES:

WS-6. Read work schedules and verify duties to be performed.

ENABLING SKILLS:

ES-12. Distinguish between rows and columns on forms.
ES-14. Distinguish between discrete times and continuous times (Monday and Friday vs. Monday through Friday) and locations (Rooms 101 and 109 vs. Rooms 101-109).

SAMPLE SITUATIONS:

1. A worker reads the work schedule posted and confirms the duties with the supervisor.

CULTURE NOTES:

POSSIBLE MATERIALS:

Speaking Up At Work - p. 13

TOPIC Work Schedules/Time Sheets/Paychecks **INSTRUCTIONAL UNIT** 5

TRACK B

SAMPLE ORAL LANGUAGE

Worker: (reads the schedule)

Worker: Do I vacuum only the offices on the first floor?
Supervisor: Yes, but only on Monday.
Worker: On Monday. OK, I understand.

VOCABULARY

Days of the week

Times

Duties - sort, pack, ship, clean, etc.

Room Numbers

SAMPLE WRITTEN LANGUAGE *

JOHNSON'S JANITORIAL SERVICE
Work Schedule

FEB. 3-7 1986 SHIFT 4:00 PM - 12:00 MID

NAME	(M)	(T)	(W)	(Th)	(F)
SHOUA XIONG	vacuum offices 101-105	general clean 101-105 →		windows 101-105 →	
TOM RUSSO	wax floors 1st floor →		wax floors 2nd floor →		wax floors lobby
LIZ BROWN	vacuum offices 201-205	general clean 201-205 →		windows 201-205 →	
KIM LONG	clean floors 2nd floor →		clean floors lobby	clean floors 3rd floor →	

GRAMMAR FOCUS

Yes/No questions

Wh-questions (when, how many, where)

* from Speaking Up At Work - p. 13

TOPIC: Work Schedules/Time Sheets/Pay **INSTRUCTIONAL UNIT** 6

TRACK B

COMPETENCIES:

WS-7. Fill out total hours on time sheets.

ENABLING SKILLS:

ES-12. Distinguish between rows and columns on forms.
ES-15. Compute hours worked on time sheet.

SAMPLE SITUATIONS:

1. A worker computes and writes the total number of hours on her time sheet.

CULTURE NOTES:

POSSIBLE MATERIALS:

Speaking Up At Work - pp. 33-37
English That Works 1 - pp. 135-143
Your First Job - pp. 45-47

Teaching Note: See Instructional Unit 3.

TOPIC: Work Schedules/Time Sheets/Paychecks **INSTRUCTIONAL UNIT** 6

TRACK B

SAMPLE ORAL LANGUAGE

VOCABULARY

Times and dates

Signature

SAMPLE WRITTEN LANGUAGE *

GRAMMAR FOCUS

House Cleaners, Inc.

TIME SHEET

Employee's Name: Lan Fong

Pay Period Ending: 2/9/85

	AM In	Lunch Out	Lunch In	PM Out	Total Daily Hours
Sunday	—	—	—	—	—
Monday	8 00	12 00	1 00	5 00	8
Tuesday	—	—	1 00	5 00	4
Wednesday	8 00	12 00	1 00	5 00	8
Thursday	—	—	1 00	5 00	4
Friday	8 00	12 00	1 00	5 00	8
Saturday	—	—	—	—	—

Employee's Signature

Total Hours

* adapted from Speaking Up At Work - p. 35

TOPIC: Work Schedules/Time Sheets/PayChecks **INSTRUCTIONAL UNIT** 7

TRACK B

COMPETENCIES:

WS-8. Read common deductions on paychecks.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A worker reads her paycheck to determine what her take-home pay is and how much money was deducted.

CULTURE NOTES:

See Instructional Unit 4.

POSSIBLE MATERIALS:

Speaking Up At Work - pp. 50-56; Track A: 162-163 (W-2 Forms)

TOPIC: Work Schedules/Time Sheets/Paychecks **INSTRUCTIONAL UNIT** 7

TRACK B

SAMPLE ORAL LANGUAGE

VOCABULARY

Hours: regular, overtime

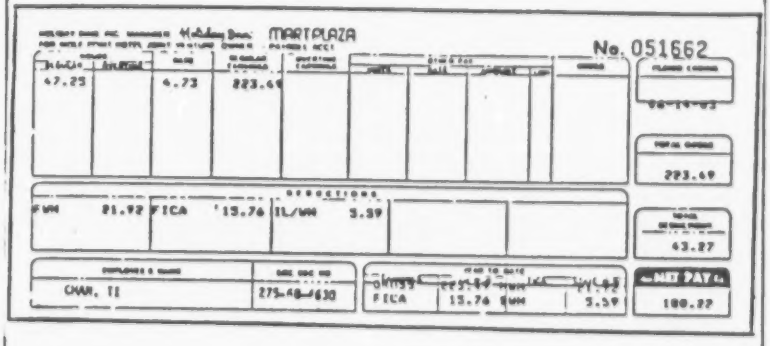
earnings

gross/net/takehome pay

Deductions: federal withholding, FICA, State withholding, local withholding

SAMPLE WRITTEN LANGUAGE

GRAMMAR FOCUS



TOPIC: Work Schedules/Time Sheets/PayChecks **INSTRUCTIONAL UNIT** 8

TRACK A

COMPETENCIES:

WS-9. Read and fill out W-4 forms.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A newly-hired worker fills out a W-4 form in the Personnel Office.

CULTURE NOTES:

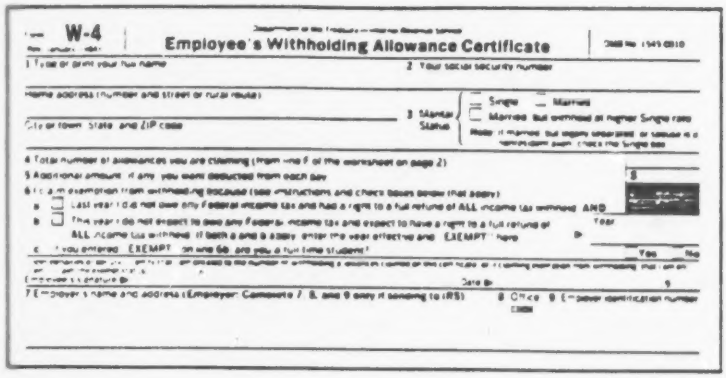
The concepts of taxes, allowances, and exemptions are unfamiliar to many students. Bilingual assistance in the classroom may prove very helpful in explaining these concepts.

POSSIBLE MATERIALS:

Speaking Up At Work - pp. 104-107; 162-164 (W-2 Forms)

TOPIC Work Schedules/Time Sheets/Paychecks **INSTRUCTIONAL UNIT** 8

TRACK A

SAMPLE ORAL LANGUAGE	VOCABULARY
	Allowance Marital Status Exempt
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	

Form W-4 Employee's Withholding Allowance Certificate

1 Type or print your first name 2 Your social security number

Home address (number and street or rural route) 3 Marital Status: Single Married Married, but withhold at higher Single rate

City or town, State, and ZIP code

4 Total number of allowances you are claiming (from line F of the worksheet on page 2)

5 Additional amount, if any, you want deducted from each pay $

6 I claim exemption from withholding because (see instructions and check boxes below that apply):

a Last year I did not owe any Federal income tax and had a right to a full refund of ALL income tax withheld, AND

b This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of ALL income tax withheld. If both a and b apply, enter the year effective and "EXEMPT" here Year

c If you entered "EXEMPT" on line 6b, are you a full-time student? Yes No

Employee's signature Date

7 Employer's name and address (Employer: Complete 7, 8, and 9 only if sending to IRS) 8 Office code 9 Employer identification number

TOPIC: General Work Related **INSTRUCTIONAL UNIT** 1

TRACK CORE

COMPETENCIES:

GWR-1. Give appropriate reason for absence or tardiness for self or family member in person or on telephone.

SL-4. Respond appropriately when a conversation ends.

ENABLING SKILLS:

ES-1. Use public or private dial or push-button phone.

SAMPLE SITUATIONS:

1. A worker wakes up with the flu and calls her supervisor a half hour before his shift begins.
2. A worker has to wait 45 minutes for a bus and get to work almost one hour late. He explains the situation to the supervisor immediately upon arriving at work.

CULTURE NOTES:

Students from many cultures may not be aware of the importance of punctuality and regular attendance on the job. Students must realize that it is their personal responsibility to be punctual and to show up every day, and that they must phone in if they will be late or absent. It is important to discuss appropriate and inappropriate reasons for absence or tardiness in the U.S.

POSSIBLE MATERIALS:

Speaking Up At Work - pp. 15-19; pp. 91-96

TOPIC: General Work Related **INSTRUCTIONAL UNIT** 1

TRACK CORE

SAMPLE ORAL LANGUAGE	VOCABULARY
1) Worker: This is Ia Xiong. Can I speak to Mr. Furnelli, please? Secretary: I'm sorry, he's busy. Can I take a message? Worker: I can't come to work today. I'm sick. Secretary: Will you be in tomorrow? Worker: I hope so. Secretary: I'll give Mr. Furnelli the message Thanks for calling. 2) Worker: I'm sorry I'm late. The bus was late. Supervisor: Please call next time if you're going to be late. Worker: OK. I'm sorry.	Illnesses Vocabulary varies with students' reasons for being late ("The bus was late", "I missed the bus", "My car won't start", etc)
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	Simple past tense Modal Verb: <u>can</u> (ability)

TOPIC: General Work Related **INSTRUCTIONAL UNIT** 2

TRACK CORE

COMPETENCIES:

GWR-2. Request permission to take time off, to leave early, or to otherwise modify one's work schedule.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A worker asks his supervisor for permission to leave work early to go to an emergency dental appointment.
2. A worker asks her supervisor 2 weeks in advance for permission to take off a Saturday to attend a grandchild's wedding.

CULTURE NOTES:

Except in case of emergency, it is necessary to give advance notice if you need time off. It is important to discuss appropriate and inappropriate reasons for requesting time off.

POSSIBLE MATERIALS:

Speaking Up At Work - p. 19 ; pp. 142-145

TOPIC: General Work Related **INSTRUCTIONAL UNIT** 2

TRACK CORE

SAMPLE ORAL LANGUAGE	VOCABULARY
1) Worker: Excuse me. Can I leave at 1:00 today? Supervisor: What's the problem? Worker: I have to go to the dentist. It's an emergency. Supervisor: OK. Remember to punch out. 2) Worker: Excuse me. Can I take off Saturday, May 24? Supervisor: Saturday, May 24? Why? Worker: It's my granddaughter's wedding. Supervisor: That should be no problem.	take (time) off appointment emergency funeral/death in the family wedding
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	Modal verbs: have to, can/may (permission)

TOPIC: General Work Related **INSTRUCTIONAL UNIT** 3

TRACK CORE

COMPETENCIES:

GWR-3. Request appropriate person and state own name and nature of appointment, errand, or problem.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A refugee arrives at the Personnel Office of a large hotel. He is there to be interviewed by Mrs. Thompson, director of personnel.
2. A supervisor has asked a seamstress to deliver some fabric to Mr. Johnson, downstairs in shipping.

CULTURE NOTES:

Students from some cultures tend to "stand around looking lost" when they are on an errand or have a task to perform. These students need to be taught self-assertion, i.e., to speak up and state their name, the person they are looking for (if applicable), and the nature of their business.

POSSIBLE MATERIALS:

Teaching Note: This competency can best be taught as part of simulation or a task performance activity.

TOPIC: General Work Related

INSTRUCTIONAL UNIT 3

TRACK CORE

SAMPLE ORAL LANGUAGE	VOCABULARY
1) Secretary: Can I help you? Interviewee: Good morning. My name is Pov Loy. I want to see Mrs. Thompson. I'm here for a job interview. Secretary: Have a seat. She'll be with you in a few minutes. 2) Worker: I'm Helena Gabor. I work upstairs. I have something for Mr. Johnson. Shipper: He's over there, next to those boxes. Worker: Thanks a lot.	Depends on nature of appointment, errand, or problem.
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	want to + verb Simple present tense

TOPIC: General Work Related **INSTRUCTIONAL UNIT** 4

TRACK B

COMPETENCIES:

GWR-4. Take and deliver a message given in person to the appropriate person.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A supervisor asks a worker to find another worker and tell him to go to the supply room.
2. The foreman asks a worker to tell the lead worker that he needs the production schedule right away.

CULTURE NOTES:

POSSIBLE MATERIALS:

Speaking Up At Work - pp. 155-158

TOPIC: General Work Related **INSTRUCTIONAL UNIT** 4

TRACK B

SAMPLE ORAL LANGUAGE	**VOCABULARY**
1) Supervisor: Maria, can you tell Thuy to go to the supply room for some more soap? Maria: Yes, I'll find her. (later) Maria: Thuy, the supervisor wants you to go to the supply room for more soap. Thuy: OK, thanks. 2) Supervisor: Moua, please tell Mrs. Nguyen that I need the production schedule now. Moua: Sure. No problem. (later) Moua: Mrs. Nguyen, the supervisor told me to tell you that he needs the production schedule now. Mrs. Nguyen: OK. Thanks for the message. Moua: You're welcome.	Depends on the message. "told me to tell you" (learn as formula for Track B; as Reported Speech for Track A)
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	Relative clauses: <u>that</u> Reported speech - statements, questions, and imperatives Adverbs of time

TOPIC: General Work Related **INSTRUCTIONAL UNIT** 5

TRACK B

COMPETENCIES:

GWR-5. Read name and department on employee name tags.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A worker reads a co-worker's name tag during lunch in the cafeteria in order to learn his name.
2. A housekeeper reads name tags to identify the person she is to meet.

CULTURE NOTES:

Students with limited educational backgrounds are not used to using the printed word to gain information; therefore, these students tend not to notice printed information located around them. For this reason it is necessary to bring their attention to such information giving media as name tags, departmental signs, and directional signs. (cf. Instructional Unit 6).

POSSIBLE MATERIALS:

Your First Job - pp. 64-67

TOPIC: General Work Related **INSTRUCTIONAL UNIT** 5

TRACK B

SAMPLE ORAL LANGUAGE	**VOCABULARY**
	Common names Titles - supervisor, lead worker, personnel director, etc. Departments - Shipping, Personnel, Packing, etc.
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
ABC COMPANY NAME: Bill Smith Dept: Shipping	

TOPIC: General Work Related **INSTRUCTIONAL UNIT** 6

TRACK B

COMPETENCIES:

GWR-6. Read common departmental and directional signs.

ENABLING SKILLS:

ES-14. Distinguish between discrete and continuous locations.

SAMPLE SITUATIONS:

1. A worker finds her way to the Personnel Office by reading signs.
2. A janitor finds the rooms he has been assigned to clean that night by following signs indicating room number.

CULTURE NOTES:

See Instructional Unit 5.

POSSIBLE MATERIALS:

Your First Job - pp. 64-67

TOPIC: General Work Related **INSTRUCTIONAL UNIT** 6

TRACK B

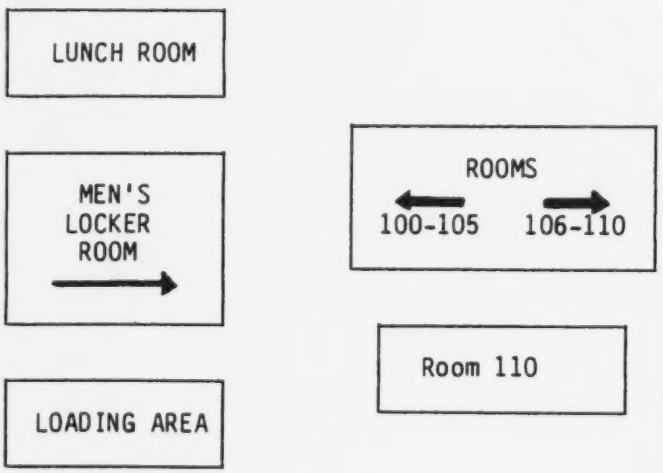
SAMPLE ORAL LANGUAGE

VOCABULARY

Names of common departments and locations in factories and office buildings.

SAMPLE WRITTEN LANGUAGE

GRAMMAR FOCUS



TOPIC: General Work Related **INSTRUCTIONAL UNIT** 7

TRACK A

COMPETENCIES:

GWR-7. Take and deliver a simple phone message.
CV-3. Repeat to verify that information has been understood.

ENABLING SKILLS:

ES-1. Use public or private dial or push-button phone.

SAMPLE SITUATIONS:

1. A worker's supervisor is busy training some new housekeepers, so the worker is answering the phone for her supervisor.

CULTURE NOTES:

When taking phone messages, it is very important to verify the information by repeating it back to the caller. It is also important to ask for clarification if the message is not clear and/or to ask callers to spell their names if necessary.

POSSIBLE MATERIALS:

Speaking Up At Work - pp. 159-161

TOPIC: General Work Related **INSTRUCTIONAL UNIT** 7

TRACK A

SAMPLE ORAL LANGUAGE

1)

Worker: Hello, Housekeeping.
Caller: Is Janet there, please?
Worker: I'm sorry. She's busy. Can I take a message?
Caller: Yes. Please ask her to call Ms. Smith at 784-6821.
Worker: Ms. Smith. 7-8-4-6-8-2-1.
Caller: That's right. Thank you. Good-bye.
Worker: Good-bye.

(later)

Worker: Janet, I have a phone message for you.
Janet: Thanks a lot.
Worker: You're welcome.

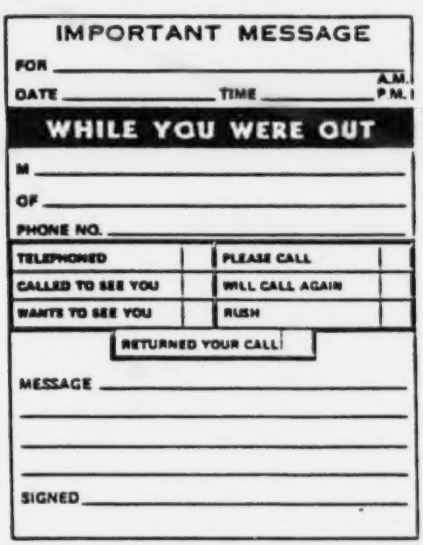
VOCABULARY

message

busy/out

Types of messages - Telephoned, Please Call, Will Call Again, etc.

SAMPLE WRITTEN LANGUAGE


IMPORTANT MESSAGE

FOR _____

DATE _____ TIME _____ A.M. P.M.

WHILE YOU WERE OUT

M _____

OF _____

PHONE NO. _____

TELEPHONED		PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		RUSH	

RETURNED YOUR CALL

MESSAGE _____

SIGNED _____

GRAMMAR FOCUS

Yes/No questions

Wh-questions (where, when, who)

Modal verbs: can, could (request)

TOPIC: Safety **INSTRUCTIONAL UNIT** 1

TRACK CORE

COMPETENCIES:

S-1. Read basic safety signs.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A worker sees safety signs related to his/her specific job in the work area.
2. A worker sees general safety posters in the cafeteria and reception area of the work-site.

CULTURE NOTES:

In the U.S., the worker has a responsibility for his or her own safety and the safety of others. Students must be made aware of accident prevention and protection from injury. Signs warn a worker about a potential hazard or danger. A poster is a reminder about safety.

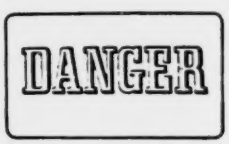
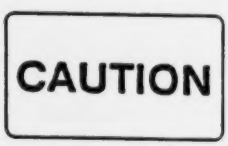
POSSIBLE MATERIALS:

Let's Work Safely - pp. 48-54
A New Start - pp. 138 and 139
Speaking Up At Work - pp. 73-74

TOPIC: Safety

INSTRUCTIONAL UNIT 1

TRACK CORE

SAMPLE ORAL LANGUAGE	VOCABULARY
	Danger Warning Caution Keep Out Poisonous Flammable Combustible No Smoking
SAMPLE WRITTEN LANGUAGE *	**GRAMMAR FOCUS**
 	

* from A New Start - pp. 138-139

TOPIC: Safety **INSTRUCTIONAL UNIT** 2

TRACK CORE

COMPETENCIES:

S-2. Give and respond to oral warnings or basic commands about safety.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A supervisor gives a newly-hired worker instructions about proper dress, safety clothing, and procedures.
2. A worker warns another worker about a potential danger such as a falling box or not wearing safety gloves when operating a cutting machine.

CULTURE NOTES:

Workers should obey safety instructions; failure to do so may result in injury or even job termination in certain situations. Workers should also be concerned with the safety of co-workers, customers, patients, and others and warn or caution them as appropriate.

POSSIBLE MATERIALS:

Let's Work Safely - pp. 12-24, 36-61, 72-89

TOPIC: Safety **INSTRUCTIONAL UNIT** 2

TRACK CORE

SAMPLE ORAL LANGUAGE	**VOCABULARY**
1) Supervisor: Don't wear any jewelry. No necklaces, bracelets, rings, or watches. They could get caught in the machine and you could get hurt. Worker: OK. No jewelry. I understand.	Safety clothing - hard hat, goggles, etc.
2) Worker: Look out! A box is falling.	Look out! Duck! Move!
*3) Co-worker: excuse me, you shouldn't smoke here. There are flammable materials. Co-worker: OK.	Fire! Explosion! Emergency!
(*3 = Track A)	
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	Imperatives - positive and negative Modals verbs: <u>should</u>, <u>must</u>, <u>can</u>

TOPIC: Safety **INSTRUCTIONAL UNIT** 3

TRACK CORE

COMPETENCIES:

S-3. Identify safe and unsafe work procedures and situations.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A worker reports an unsafe working condition (such as a frayed electrical cord on a machine) to a supervisor.
2. A worker reports a potentially dangerous situation (such as a blocked fire exit) to the union shop steward.

CULTURE NOTES:

Workers have responsibility for reporting unsafe procedures, equipment, or situations to their superivisors. In some work places, workers report to the unions, especially if the supervisor does not or is not able to eliminate the hazard.

POSSIBLE MATERIALS:

Let's Work Safely - pp. 30-35, 62-89
Speaking Up At Work - pp. 87-89
English That Works 2 - pp. 100-109

TOPIC: Safety **INSTRUCTIONAL UNIT** 3

TRACK CORE

SAMPLE ORAL LANGUAGE	**VOCABULARY**
1) Worker: The electrical cord is broken. Can you fix it? Supervisor: OK, give it to me. *2) Worker: The fire exit is blocked. These boxes should be moved. Union Steward: I'll talk to the supervisor about it. (*2 = Tracks A and B)	Conditions - ventilation, machine guard, electrical cord, lighting, heat, storage of hazardous materials, noise Hazards - broken, frayed, blocked, wet, icy
SAMPLE WRITTEN LANGUAGE **	**GRAMMAR FOCUS**
NAME: _____ DATE _____ Describe the unsafe working condition: Suggestions: SIGNATURE: _____	There is/are Be + adjective Conditional (if----, it would.....) Modal verb: should

** Track A only; from Let's Work Safely - p. 75

TOPIC: Safety **INSTRUCTIONAL UNIT** 4

TRACK CORE

COMPETENCIES:

S-4. Report accidents in simple terms.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A worker reports a minor injury to a supervisor.
2. A worker reports an accident/injury to personnel who fills out an accident report form.

CULTURE NOTES:

Accidents and injuries must be reported immediately! A minor injury such as a cut from a piece of metal may become infected and require extensive medical care if left untreated! If an injury is not immediately reported, a worker's benefits from the Worker's Compensation Act may be jeopardized.

POSSIBLE MATERIALS:

Let's Work Safely - pp. 30-35, 62-89

TOPIC: Safety **INSTRUCTIONAL UNIT** 4

TRACK CORE

SAMPLE ORAL LANGUAGE

1) Worker: I hurt my leg.
Supervisor: What happened?
Worker: I fell.

2) Worker: I cut my finger.
Personnel worker: When?
Worker: At ten o'clock.
Personnel worker: Take this form and go to First Aid.
Worker: First Aid? Ok. Thank you.

VOCABULARY

Injuries - cuts, bruises, breaks

Accidents - fell, cut, hit

Body Parts - arm, hand, leg, etc.

SAMPLE WRITTEN LANGUAGE *

ACCIDENT REPORT FORM

NAME _____

DATE OF INJURY _____ TIME _____

TYPE OF INJURY	BODY PART INJURED	
___bruise	___ankle	___ear
___burn	___arm	___eye
___cut	___back	___leg
___fracture	___chest	___toe
___poisoning	___finger	
___shock	___foot	
___sprain	___hand	
___strain	___head	
OTHER:	OTHER:	
_____	_____	

HOW DID THE ACCIDENT HAPPEN?

_____

_____

SIGNATURE _____

DATE _____

GRAMMAR FOCUS

Simple past tense

Wh-questions (what, where, how)

* Track A only; from Let's Work Safely - p. 98

TOPIC: Safety **INSTRUCTIONAL UNIT** 5

TRACK B

COMPETENCIES:

S-5. Explain cause of accident in simple terms.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A worker cut his hand on a sharp metal edge. He explains to his supervisor how the accident happened.
2. A worker fell and hurt her back. She explains the cause of the accident to a worker in personnel who fills out an accident report form.

CULTURE NOTES:

See Instructional Unit #4.

POSSIBLE MATERIALS:

Let's Work Safely - pp. 90-108

TOPIC: Safety **INSTRUCTIONAL UNIT** 5

TRACK B

SAMPLE ORAL LANGUAGE

1)
Worker: I cut my hand.
Supervisor: How did it happen?
Worker: I picked up a piece of metal. I cut my hand.
Supervisor: Go see the nurse in First Aid.

2)
Worker: I hurt my back. I fell in the cafeteria.
Personnel: What happened?
Worker: The floor was wet. I slipped and fell.

VOCABULARY

Types of injuries - cuts, bruises, burns, etc.

Hazards - oil spills, broken handrails, broken machinery, etc.

Accidents - cut, fell, broke, hurt, etc.

Body Parts - eye, finger, back, etc.

SAMPLE WRITTEN LANGUAGE*

ACCIDENT REPORT FORM

NAME _____

DATE OF INJURY _____ TIME _____

TYPE OF INJURY	BODY PART INJURED	
___bruise	___ankle	___ear
___burn	___arm	___eye
___cut	___back	___leg
___fracture	___chest	___toe
___poisoning	___finger	
___shock	___foot	
___sprain	___hand	
___strain	___head	
OTHER: _____	OTHER: _____	

HOW DID THE ACCIDENT HAPPEN?

_____

_____

SIGNATURE _____

DATE _____

GRAMMAR FOCUS

Simple past tense

Wh-questions (what, where, how)

Subordinate clause of cause (because)

* from Let's Work Safely - p. 98

TOPIC: Safety **INSTRUCTIONAL UNIT** 6

TRACK B

COMPETENCIES:

S-6. Ask about proper usage of unfamiliar substances or objects.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A worker asks a co-worker about the proper use of a chemical.

CULTURE NOTES:

POSSIBLE MATERIALS:

Let's Work Safely - pp. 46-54
English That Works 2 - pp. 110-114

TOPIC: Safety

INSTRUCTIONAL UNIT 6

TRACK B

SAMPLE ORAL LANGUAGE	**VOCABULARY**
1) Worker: What's this, Johanis? Co-Worker: It's paint remover. Be careful with it. Worker: Why? What could happen? Co-Worker: It's flammable. Don't breathe the fumes and don't get it on your skin.	Flammable, poisonous, combustible Breathe, drink, touch, etc.
SAMPLE WRITTEN LANGUAGE *	**GRAMMAR FOCUS**
WARNING!!! Contains combustible solvent. Keep away from heat, fire, sparks, etc. **CAUTION** USE ONLY WITH ADEQUATE VENTILATION Avoid breathing vapor and spray mist. **DANGER** Contents are COMBUSTIBLE. Keep away from heat and open flame. VAPOR HARMFUL. Use only with adequate ventilation. Avoid prolonged contact with skin. Wash hands after using. Harmful if swallowed. KEEP OUT OF REACH OF CHILDREN.	Imperatives - positive and negative Wh-questions (what, how, why) Modal verb: could (possibility)

* Track A only; from Let's Work Safely - p. 53

TOPIC: Safety **INSTRUCTIONAL UNIT** 7

TRACK B

COMPETENCIES:

S-7. Identify and ask for appropriate safety equipment.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A worker forgot his safety glasses. He borrows a pair from a co-worker.
2. A worker needs a hard hat. She requests one from her supervisor.

CULTURE NOTES:

See Instructional Unit 3.

POSSIBLE MATERIALS:

Let's Work Safely - pp. 18-35
Speaking Up At Work - pp. 61-67; 70-73
English That Works 2 - pp. 85-99

TOPIC: Safety

INSTRUCTIONAL UNIT 7

TRACK B

SAMPLE ORAL LANGUAGE

1)

Worker: Can I borrow a pair of safety glasses?
Co-Worker: Yes, I have an extra pair. Here you are.
Worker: Thanks a lot.

2)

Worker: I need a hard hat.
Supervisor: Here's one.
Worker: Thank you.

VOCABULARY

Safety equipment - goggles, face mask, gloves, etc.

a pair of

SAMPLE WRITTEN LANGUAGE *

GRAMMAR FOCUS

Nouns - singular and plural

Indefinite article (a, an)

Indefinite adjective (some)

* from Let's Work Safely - pp. 21 & 27

TOPIC: Safety **INSTRUCTIONAL UNIT** 8

TRACK A

COMPETENCIES:

S-8. Fill out an accident report form.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A worker burned her arm. She is filling out an accident report form for her supervisor.
2. A worker is in the first aid room. He is filling out an accident report form to report that he broke his toe.

CULTURE NOTES:

See Instructional Unit 4.

POSSIBLE MATERIALS:

Let's Work Safely - pp. 94-108

TOPIC: Safety

INSTRUCTIONAL UNIT 8

TRACK A

SAMPLE ORAL LANGUAGE	**VOCABULARY**
	See Instructional Unit 5.
SAMPLE WRITTEN LANGUAGE*	**GRAMMAR FOCUS**
ACCIDENT REPORT FORM NAME: _____ DATE OF ACCIDENT: _____ TIME: _____ SIGNATURE: _____ DATE: _____ TYPE OF INJURY: HOW DID THE ACCIDENT HAPPEN?	Simple present tense Simple past tense Past continuous tense Subordinate clause of cause (because)

* from Let's Work Safely - p. 106

See also SAMPLE WRITTEN LANGUAGE from Instructional Unit 5.

TOPIC: Social Language **INSTRUCTIONAL UNIT** 1

TRACK CORE

COMPETENCIES:

SL-1. Initiate and respond to greetings and farewells.
SL-2. Introduce self and others.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A worker meets his supervisor as he enters the workplace.
2. A worker meets a co-worker at the beginning of a shift.
3. A worker introduces a new worker to another co-worker at break-time in the cafeteria.

CULTURE NOTES:

It is important to discuss the use of titles and names in social and working situations. That is, titles (Mr., Mrs., Miss, or Ms.) are used with the last name only, and usually in formal situations. Most entry-level worksites use first names, both co-worker-to-co-worker and co-worker-to-supervisor.

POSSIBLE MATERIALS:

Speaking Up At Work - pp. 1-5.

TOPIC: Social Language **INSTRUCTIONAL UNIT** 1

TRACK CORE

SAMPLE ORAL LANGUAGE	**VOCABULARY**
1) Worker: Good morning Mr. Jones. Supervisor: Morning Moua. How are you? Worker: Fine thanks. 2) Worker: Hi, Thuy. How are you? Co-worker: Fine. And you? Worker: Good! See you later. 3) Worker: Hi, Johannis. This is Jacob. Co-worker(shakes Jacob's hand): Hi, I'm Johannis. Nice to meet you. Jacob: Nice to meet you to.	Greetings - Hello, Hi, Good morning, etc. Farewells - Good-bye, Bye, See you, etc. Titles - Mr., Mrs., Miss, Ms.
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	Wh-questions (<u>how</u>)

TOPIC: Social Language **INSTRUCTIONAL UNIT** 2

TRACK CORE

COMPETENCIES:

SL-3. Ask and answer simple questions about personal background and family.
SL-4. Respond appropriately when a conversation ends.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A worker is talking to a co-worker during their break.

CULTURE NOTES:

It is important to discuss appropriate conversational topics (weather, family, etc.) vs. inappropriate topics (age, income, etc.) in the U.S.

POSSIBLE MATERIALS:

Speaking Up At Work - pp. 38-42

TOPIC: Social Language **INSTRUCTIONAL UNIT** 2

TRACK CORE

SAMPLE ORAL LANGUAGE	**VOCABULARY**
1) Worker: Are you married? Co-worker: Yes, and you? Worker: Yes. Do you have any children? I have a girl. Co-worker: I have two boys. Worker: When did you come to Chicago? Co-worker: My husband came 1 yr. ago. My children and I cam 6 months ago. Time to go. Talk to you later. Worker: Ok! See you at lunch.	Family members - son, daughter, husband, wife, etc. Countries - Laos, Iraq, etc. Occupations - packer, assembler, etc. Time expressions - last year, 2 years ago, etc.
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	Yes/No questions Wh-questions (who, what, when, where) Present tense Past tense Time adverbs

TOPIC: Social Language **INSTRUCTIONAL UNIT** 3

TRACK B

COMPETENCIES:

SL-5. Ask and answer simple questions about daily activities, weekly routines, and weekend activities.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. Two workers have a social conversation during break-time in the cafeteria.
2. A worker and a supervisor have a brief social conversation before the shift begins.

CULTURE NOTES:

At worksites employing small numbers of Limited English Proficient workers, the LEP workers tend to stick to themselves and are sometimes considered "unfriendly" by other workers. VESL classes should encourage students to initiate and respond to simple conversational topics, such as weekend activities. In addition, LEP workers should be taught that break-time is a time for social interaction - not a time for work.

POSSIBLE MATERIALS:

Speaking Up At Work - pp. 120-124

Your First Job - pp. 48-49

TOPIC: Social Language

INSTRUCTIONAL UNIT 3

TRACK B

SAMPLE ORAL LANGUAGE	**VOCABULARY**
1) Worker: Maria, what are you going to do this weekend? Co-Worker: I'm going to the Bears game. Worker: You're lucky! I have to watch it on TV. 2) Supervisor: How was your day off, Tran? Worker: Nice. I went shopping with my daughter. Supervisor: Sounds good.	Activites - watch TV, play soccer, go shopping, etc.
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	Simple present and past tenses Future tense: going to Wh-questions (when, where, how, what)

TOPIC: Social Language **INSTRUCTIONAL UNIT** 4

TRACK A

COMPETENCIES:

SL-6. Initiate and respond to greetings and farewells using appropriate register.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. Two co-workers have a social conversation in the cafeteria during their lunch break.
2. A worker initiates a brief social conversation with his boss in the parking lot before work.

CULTURE NOTES:

In terms of formal vs. informal language on the job, it is important to help students understand that all workplaces will be different. At one work site, workers will address their supervisors using titles and formal expressions, and in others first names and informal expressions will be used. Students should also relaize that when people first meet, they may use titles, but after they know each other a while, first names are used. Listening carefully to other workers is the best way to learn how to greet and address people at work.

POSSIBLE MATERIALS:

Speaking Up At Work - pp. 1-3

TOPIC: Social Language **INSTRUCTIONAL UNIT** 4

TRACK A

SAMPLE ORAL LANGUAGE	**VOCABULARY**
1) Worker: Hi, Stephen. How're you doing? Co-Worker: Not bad. How's the work going? Worker: Pretty good. I'm working in packing now. Co-Worker: Sounds good. See you later. Worker: OK, see you at lunch. 2) Worker: Good morning, Mr. Smith. Boss: Hello, Tran. How are you today? Worker: Fine, thank you. And you? Boss: Fine. Have a good day, Tran. Worker: You too, Mr. Smith. Goodbye.	Formal greetings and farewells (How are you, Good morning, Goodbye, Have a nice day, etc.) Informal greetings and farewells (How're ya doing, Morning, See you, Bye, etc.)
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	Wh-questions (how)

TOPIC: Social Language **INSTRUCTIONAL UNIT** 5

TRACK A

COMPETENCIES:

SL-7. Ask and respond to questions about common conversational topics - weekend plans, recent experiences, weather, traffic, etc.
SL-8. Talk about personal interests, recreation, or hobbies.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. Two hotel housekeepers have a social conversation in the Women's Locker room before their shift begins.
2. Two co-workers have a social conversation while waiting for the same bus after getting off work.

CULTURE NOTES:

See Instructional Unit 3.

POSSIBLE MATERIALS:

Speaking Up At Work - pp. 57-60; 75-79; 108-111; 165-168.

TOPIC: Social Language

INSTRUCTIONAL UNIT 5

TRACK A

SAMPLE ORAL LANGUAGE	**VOCABULARY**
1) Worker: I like your blouse. Did you make it? Co-Worker: Yes, I like to sew. Do you sew? Worker: I like to sew, but I don't have enough time. 2) Worker: Do you play soccer, Julio? Co-Worker: Yes, I play every Saturday morning with my friends. Worker: How's your team? Are you pretty good? Co-Worker: Yes, we're winning this year!	Sports - baseball, football, soccer, etc. Hobbies - sewing, needlework, gardening, etc.
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	Simple present tense Conjunction: <u>but</u> Yes/No questions Wh-questions (<u>how</u>, <u>what</u>, <u>where</u>, <u>when</u>)

TOPIC: Job Application **INSTRUCTIONAL UNIT** 1

TRACK CORE

COMPETENCIES:

JA-1. Copy details of personal information in appropriate place on form or job application; sign and date form.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A refugee arrives at a factory for a job interview and fills out a job application form before the interview takes place.
2. A job developer takes a refugee to an interview and assists him in filling out a job application before the interview.

CULTURE NOTES:

In nearly all cases it is permissible for an interviewee to copy relevant job application information from a personal copy of an application to the form provided by the employer. In addition, interviewees may receive outside assistance (for example, from a job developer or relative) in filling out a job application about 50% of the time.

POSSIBLE MATERIALS:

English That Works 1-pp. 3-32

TOPIC: Job Application

INSTRUCTIONAL UNIT 1

TRACK CORE

SAMPLE ORAL LANGUAGE

VOCABULARY

.Application

Personal
Personal Information

Name (Last, First
Middle)

Address (Number, Street,
City, State, Zip)

Telephone

Social Security Number

U.S. Citizen
Citizenship

Signature

Date (Month-Day-Year)

SAMPLE WRITTEN LANGUAGE

GRAMMAR FOCUS

APPLICATION FOR EMPLOYMENT
(Please Print)

PERSONAL

Name _____
Last First Middle

Address _____
Number Street

_____
City State Zip

Telephone ( ) _____

Social Security Number _____

Are you a U.S. Citizen? ____ Yes ____ No

Are you over 18 years of age? ____ Yes ____ No

Signature _____ Date _____

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TOPIC: Job Application **INSTRUCTIONAL UNIT** 2

TRACK CORE

COMPETENCIES:

JA-2. Read main headings on job application form and recognize the most common variations of headings.
JA-3. Copy details of education, work experience and references in appropriate place on the job application.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A refugee arrives at a factory for a job interview and fills out a job application form before the interview takes place.
2. A job developer takes a refugee to an interview and assists him/her in filling out a job application before the interview.

CULTURE NOTES:

In nearly all cases it is permissible for an interviewee to copy relevant job application information from a personal copy of an application to the form provided by the employer. In addition, interviewees may receive outside assistance (for example, from a job developer or relative) in filling out a job application about 50% of the time.

Any work experience in the refugee camps should be included. List location as "refugee camp".

POSSIBLE MATERIALS:

TOPIC: Job Application

INSTRUCTIONAL UNIT 2

TRACK CORE

SAMPLE ORAL LANGUAGE

VOCABULARY

Personal Information
(Name, address, etc.)

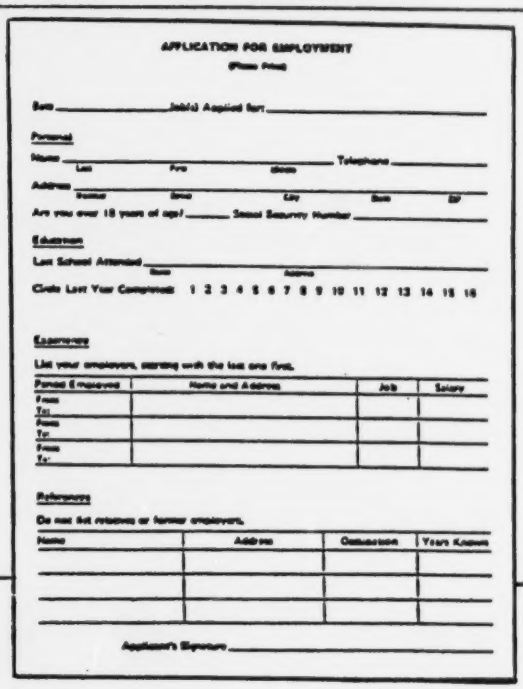
Education
Educational Background

Experience
Work Experience
Work History
Former Employers

References

SAMPLE WRITTEN LANGUAGE

GRAMMAR FOCUS



APPLICATION FOR EMPLOYMENT

(Please Print)

Date _____ Job(s) Applied for? _____

Personal

Name _____ Telephone _____
Last First Middle

Address _____
Number Street City State ZIP

Are you over 18 years of age? _____ Social Security Number _____

Education

Last School Attended _____
Name Address

Circle Last Year Completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Experience

List your employers, starting with the last one first.

Period Employed	Name and Address	Job	Salary
From			
To:			
From			
To:			
From			
To:			

References

Do not list relatives or former employers.

Name	Address	Occupation	Years Known

Applicant's Signature _____

TOPIC: Job Application **INSTRUCTIONAL UNIT** 3

TRACK B

COMPETENCIES:

JA-4. Copy training, citizenship, and health information (including emergency contact) in appropriate place on job application.

ENABLING SKILLS:

SAMPLE SITUATIONS:

See Instructional Units 1 and 2.

CULTURE NOTES:

It is a good idea to teach students to write in either their I-94 number or their alien number next to questions about citzenship status. Many employers are afraid of hiring illegal aliens and may screen out applications indicating the applicant is not a citizen - especially if the applicant is not a referral from a job developer.

POSSIBLE MATERIALS:

TOPIC: Job Application

INSTRUCTIONAL UNIT 3

TRACK B

SAMPLE ORAL LANGUAGE	VOCABULARY
	Training Special Training Citizen(ship) Country Health Physical Medical Emergency Contact N/A (not applicable)
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
See Instructional Unit 4.	

TOPIC: Job Application **INSTRUCTIONAL UNIT** 4

TRACK A

COMPETENCIES:

JA-5. Complete standard job application without assistance by copying information from model.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A job developer has helped a woman arrange for a job interview at a large factory. She is asked to fill out an application form before the interview.

CULTURE NOTES:

The sample application on the facing page is a widely-used, standardized form. However, many companies have their own forms which are often very complicated. Students can be advised to fill out a sample form with all their background information and to keep it to copy from when required to fill out other forms. Employers do not mind if a person uses a sample form to copy from. Sometimes a form can be taken home and filled out, then brought back to the company.

POSSIBLE MATERIALS:

TOPIC: Job Application

INSTRUCTIONAL UNIT 4

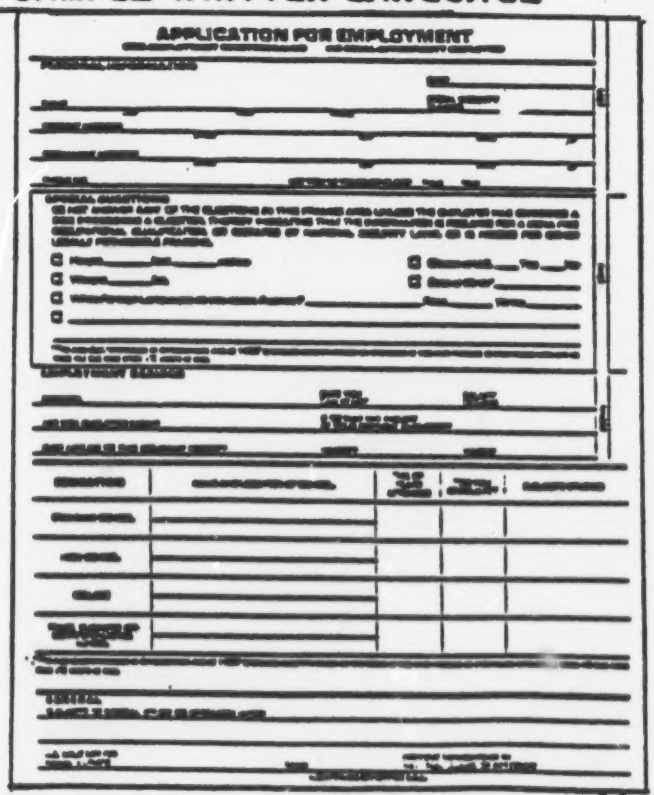
TRACK A

SAMPLE ORAL LANGUAGE

VOCABULARY

See Instructional Units 1, 2, 3.

SAMPLE WRITTEN LANGUAGE



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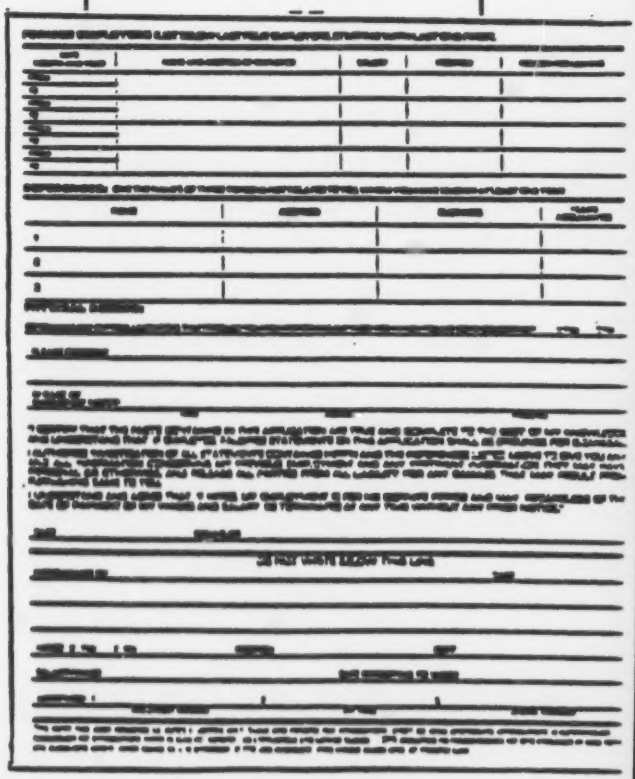

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TOPIC: Job Interview **INSTRUCTIONAL UNIT** 1

TRACK CORE

COMPETENCIES:

JI-1. State job desired or applied for.
JI-2. State name, address, telephone number, social security number, and citizenship status upon request.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A refugee is taken to a job interview by a job developer and is interviewed by the personnel director.

2. A refugee is being interviewed by a plant supervisor.

CULTURE NOTES:

Interviewing etiquette (including appropriate dress, punctuality, handshaking, eye contact, and posture) is extremely important to a successful interview and may be unfamiliar to many students.

POSSIBLE MATERIALS:

TOPIC: Job Interview

INSTRUCTIONAL UNIT 1

TRACK CORE

SAMPLE ORAL LANGUAGE	VOCABULARY
Interviewer: What job are you applying for? Interviewee: I want to be a housekeeper. Interviewer: Do you have a green card? Interviewee: No, but I have an I-94 and a social security card.	Entry-level jobs - housekeeper, janitor, assembler, busboy, etc. Personal information - name, address, phone number, etc. citizen, green card
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	Simple present tense: want to Conjunctions: but

TOPIC: Job Interview **INSTRUCTIONAL UNIT** 2

TRACK CORE

COMPETENCIES:

JI-3. State previous occupations, job skills, and education in simple terms.
JI-4. Respond to specific questions about previous work experience using short phrases, including occupation(s), length, and dates of employment.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A refugee is taken to a job interview by a job developer and is interviewed by the personnel director.

2. A refugee is being interviewed by a plant supervisor.

CULTURE NOTES:

Interviewing etiquette (including appropriate dress, punctuality, handshaking, eye contact, and posture) is extremely important to a successful interview and may be unfamiliar to many students.

POSSIBLE MATERIALS:

English That Works 1 - pp. 33-65
English That Works 2 - pp. 2-41

TOPIC: Job Interview

INSTRUCTIONAL UNIT 2

TRACK CORE

SAMPLE ORAL LANGUAGE	VOCABULARY
Interviewer: Tell me about your work experience. Interviewee: In Laos, I was a seamstress. Interviewer: How long? Interviewee: Five years. Interviewer: What did you do? Interviewee: I made clothes. I used a sewing machine. Interviewer: How much education do you have? Interviewee: Six years.	experience education Kinds of jobs (depends on students' previous experience) - farmer, seamstress, soldier, housewife, mechanic, etc.
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	BE: simple past (<u>was</u>) Simple past tense (went, worked, fixed, etc.) Modal verb: <u>can</u> (ability) Time expressions

TOPIC: Job Interview **INSTRUCTIONAL UNIT** 3

TRACK CORE

COMPETENCIES:

JI-5. State shift preference and starting date.
JI-6. State how employer can contact the person being interviewed.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. A refugee is taken to a job interview by a job developer and is interviewed by the personnel director.

2. A refugee is being interviewed by a plant supervisor.

CULTURE NOTES:

It is important for workers to be <u>flexible</u> about shifts and work schedules.

POSSIBLE MATERIALS:

TOPIC: Job Interview **INSTRUCTIONAL UNIT** 3

TRACK CORE

SAMPLE ORAL LANGUAGE	**VOCABULARY**
Interviewer: What shift can you work? Interviewee: Any shift. Interviewer: Can you work nights? Interviewee: Yes. No problem. Interviewer: When can you start? Interviewee: Tomorrow. Interviewer: How can we contact you? Interviewee: My phone no. is _____. (My friend's phone number is _____.)	Shifts - day, swing, evening, night, graveyard contact get hold of
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	Modal verb: <u>can</u> (ability)

TOPIC: Job Interview **INSTRUCTIONAL UNIT** 4

TRACK B

COMPETENCIES:

JI-7. State reasons for wanting the job applied for.
JI-8. State whether relatives are employed at firm applied to.
JI-9. State means of transportation to worksite.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. Personnel is interviewing a person for a machine operation position.

CULTURE NOTES:

When stating reasons for wanting the job, it is important to be as positive as possible. Non-verbal cues (eye contact, smiles, enthusiasm) are as important as oral communication and can be practiced in role-play or simulation exercises.

POSSIBLE MATERIALS:

Teaching Note: Videotaping mock interviews for review and discussion in class is an effective way to teach important non-verbal skills (cf. CULTURE NOTES, above). In a multi-level class, more advanced students can take the role of the interviewer.

TOPIC: Job Interview

INSTRUCTIONAL UNIT 4

TRACK B

SAMPLE ORAL LANGUAGE	**VOCABULARY**
1) Personnel: Why do you want this job? Interviewee: I like to work with machines, and I have a lot of experience with this machine. Personnel: Do you know anyone who works here? Interviewee: Yes, my brother works here. He likes his job very much. Personnel: How will you get here? Interviewee: My brother drives here. If I work a different time, I can take the bus.	Transportation - car, bus, train, el get to work/get here relatives
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	Wh-questions (<u>why</u>, <u>how</u>) <u>like to</u> + verb conjunctions: <u>and</u> Modal verb: <u>can</u> (ability) Conditional: <u>if</u>

TOPIC: Job Interview **INSTRUCTIONAL UNIT** 5

TRACK A

COMPETENCIES:

JI-10. Describe previous work experience, job skills, qualifications, and training, including degrees of ability.

ENABLING SKILLS:

SAMPLE SITUATIONS:

1. Personnel is interviewing a candidate for an electronics assembler position.

CULTURE NOTES:

Students at this level can be taught to answer open-ended interview questions such as "Tell me about your experience", or "Tell me about your education" in addition to answering direct questions. Employers often ask such open-ended questions to see how much English a candidate knows, as well as for the information they provide. For this reason, students should be encouraged to produce several ideas when asked an open-ended question.

POSSIBLE MATERIALS:

TOPIC: Job Interview **INSTRUCTIONAL UNIT** 5

TRACK A

SAMPLE ORAL LANGUAGE	**VOCABULARY**
1) Personnel: Tell me about your education. Interviewee: I went to school eight years in Cambodia. In Chicago, I studied electronics assembly at Jewish Vocational Service. I finished this class last month, and I finished Level two English class. Personnel: What work experience do you have? Interviewee: I was an assembler at Chicago Electronics Company for 2 months. This was a part-time job. I was laid off because there was not enough work. Now I want a full-time job.	education job training skills experience laid off Time expressions - for two months, last year, etc.
SAMPLE WRITTEN LANGUAGE	**GRAMMAR FOCUS**
	Simple past tense Be: past tense Modal verb: <u>can</u> (ability) Conjunctions: <u>and</u> Subordinate clauses: <u>because</u>

TASK PERFORMANCE ACTIVITIES

TASK PERFORMANCE #1

JOB: Clerk, Shipper, Packer

TASK: Making File Folder Labels

PREREQUISITE SKILLS:
Read Names and Initials
Write Names and Initials
Alphabetize

MATERIALS:
File Folders
File Folder Labels
Pencils

PROCEDURE:

Instructions:

1. Open the folder on your desk.
2. There's a piece of paper inside.
   Find the name on the top of the paper.
3. Copy the name on to file folder label.
   Be sure to write the last name before the first name.
4. Look at the first initial of the last name.
5. If the last name starts with a letter from A-K, put the folder in the first drawer.
6. If the last name starts with a letter from L-Z, put the folder in the second drawer.

ADDITIONAL ACTIVITIES:

A. Alphabetize class set of folders in alphabetical order by first name and then by last name.

B. Use color coding label to designate agency, sex or nationality.

C. File according to U.S. arrival date.

TASK PERFORMANCE #2

JOB: Mailroom Clerk, Shipping, Packing

TASK: Sorting Mail by Zip Code

PREREQUISITE SKILLS: Read Numbers

MATERIALS:
Envelopes
Colored Markers
Rubber bands

PROCEDURE: Teacher hands small groups of students stacks of envelopes with zip codes written on each one.

Instructions:

1. Find the envelopes with the same zip code.
2. Put them in a pile.
3. Put a rubber band around each pile.

ADDITIONAL ACTIVITIES:

A. Weigh envelopes, look at postal scale to determine ounces and amount of stamp.

B. Sort mail by city or state.

TASK PERFORMANCE #3

JOB: Housekeeper, Janitor

TASK: Measuring Cleaning Solutions

PREREQUISITE SKILLS:
Read Measurements
Read Labels

MATERIALS:
Different Sized, Clear Bottles
Food Coloring
Labels
Colored Markers
Measuring Cups
Bucket of Water
Empty Bucket

PROCEDURE:
Teacher displays 3 bottles on a table.

The bottles are labeled:

EZ Cleaner (yellow)
Liquid Soap (blue)
Detergent (red)

1. Mix 1 part EZ Cleaner to 2 parts water.

2. Mix 1 capful Liquid Soap to 1 bucket water.

ADDITIONAL ACTIVITIES:
A. Teacher passes out written instructions for mixing solutions to groups.

TASK PERFORMANCE #4

JOB: Assembler

TASK: Measure Items to Fill Orders

PREREQUISITE SKILLS: Read Written Measurements (inches)

MATERIALS:
Envelopes
Colored Wires of Varying Lengths
Scissors
Rulers
1 Big Box

PROCEDURE:

Teacher passes out boxes of wires and envelopes to individual students.

Instructions:

1. Measure the red wires.
2. If they're 6 inches or longer, put them in the box on the right.
3. If they're shorter than 6 inches put them in the box on the left.

Teacher passes out envelopes which say:

A. 16 red wires/6"

B. 8 red wires/5"

Instructions:

Fill the orders (in the envelope)

ADDITIONAL ACTIVITIES:

A. Use different colored wires for each envelope.

B. Use multiple instructions on each envelope.

C. Have other students check to see if order was filled correctly. Tell them to sign their initials or fill out a completion form to indicate work is completed.

TASK PERFORMANCE #5

JOB: Assembler

TASK: Assemble Circuit Boards

PREREQUISITE SKILLS: Read Alpha-Numeric Codes

MATERIALS:
Different Colored Wires of Varying Lengths/Boxes
Scotch Tape
Tape Dispenser/Scissors
Construction Paper
Index Cards
Different Colored Magic Markers
White Paper with 3 Columns of Typed Numbers:
A-1-A14, B1-B14, C1-C14 (See next page.)

PROCEDURE:
Teacher passes out boxes of wires to small groups of students.

Instructions:

1. Connect a red wire between A1 on the left and C3 on the right.
2. Connect a blue wire between A6 on the left and C8 on the right.
3. Connect a yellow wire between A10 on the left and C13 on the right.
4. Connect an orange wire between A13 on the left and C10 on the right.
5. Connect a black wire between A14 on the left and C11 on the right.

ADDITIONAL ACTIVITIES:

A. Type 6 columns of numbers on each board. Include "on the top", "on the bottom" with directions.

B. Have individual students act as supervisors and read directions off index cards. Have students check their work in pairs by reading cards.

C. Tell students to go to supply room and get colored stickers. Give them a red sticker after they assemble and a green sticker after they have had the board checked.

Sample "Circuit Board" for Task Performance #5

A1	B1	C1
A2	B2	C2
A3	B3	C3
A4	B4	C4
A5	B5	C5
A6	B6	C6
A7	B7	C7
A8	B8	C8
A9	B9	C9
A10	B10	C10
A11	B11	C11
A12	B12	C12
A13	B13	C13
A14	B14	C14
A1	B1	C1
A2	B2	C2
A3	B3	C3
A4	B4	C4
A5	B5	C5
A6	B6	C6
A7	B7	C7
A8	B8	C8
A9	B9	C9
A10	B10	C10
A11	B11	C11
A12	B12	C12
A13	B13	C13
A14	B14	C14

TASK PERFORMANCE #6

JOB: Electronics Assembler

TASK: Sorting by Color and Code

PREREQUISITE SKILLS: Read Alpha-Numeric and Multi-Colored Codes

MATERIALS:
Wall Chart of "Sample Resistors"
Sample Charts of Resistors Used for Group Work
Storage Bins
Labels or Index Cards Used for Categorizing Resistors

PROCEDURE:
Teacher explains how resistors are stored in big factories. Teacher shows "sample" resistors. Color Coding Chart is displayed.

Instructions:

1. Count the bands on the resistor.
2. Say the name of the color of the first band.
3. Find the same color on the wall chart.
4. Look at the number next to the color.
5. Write down the number.
6. Say the name of the color of the second band.
7. Find the same color on the wall chart.
8. Look at the number next to it.
9. Write down the number.
10. Say the name of the color on the third band.
11. Find the same color on the wall chart.
12. Look at the number next to the color.
13. The third band tells you how many zeroes there are.
14. Write down how many zeroes the color shows.

ADDITIONAL ACTIVITIES:

A. Divide class into 2 groups. Give each group a bag of assorted resistors and tell them to make a list of the corresponding numbers.

B. Give each group a stack of storage labels with numerical codes written on them and a bag of assorted resistors. Instruct them to store resistors in the proper place.

TASK PERFORMANCE #7

JOB: General Factory, Food Preparer, Housekeeper

TASK:
Requesting Supplies
Filling Requests

PREREQUISITE SKILLS:
Read Columns and Rows
Read Numbers and Alpha-Numeric Codes
Write Dates
Distinguish between "Quantity" and "Item"

MATERIALS:
Forms (See next page.)
Pieces of Paper with a Code Written on Each
Envelopes, each Containing the Pieces of Paper with a Designated Code
Supplies - Parts, Cleaning Materials, Food Containers

PROCEDURE:

1. Select a student to be in charge of supplies.
2. Each student fill out a supply request form.
3. The student hands the form to the person in charge of supplies, who finds the appropriate envelope and removes the correct quantity of coded pieces of paper.
4. The person in charge of supplies takes an inventory at the end of the activity.

ADDITIONAL ACTIVITIES:

1. Tell students the quantity of supplies needed and have students complete the forms individually.
2. Divide students into pairs.
   Student A orally lists the quantity needed for each coded item and Student B completes the form and fills the order. (This simulates giving orders by phone.)
3. Prepare boxes of small parts (screws, bolts, nails, nuts, etc.). Each box contains a type of part or a special sized part. Label the boxes according to a code (A-6xwt, A-3-B-6, etc.) Conduct the same activity above but use the parts instead of the coded pieces of paper.
3. Adapt the form to list cleaning materials (soap, mops, disinfectant, etc.) or find items (ketchup, salt, etc.).

SAMPLE FORMS FOR TASK PERFORMANCE #7 *

SUPPLY REQUEST

FIRST NAME _____ LAST NAME _____ MONTH _____ DAY _____ YEAR _____

#		#	
255	_____	20XXB	_____
215	_____	215-2	_____
415	_____	ID	_____
63	_____	20XXC	_____
INITIALS	_____	SUPERVISOR'S INITIALS	_____

INVENTORY FORM

Date: _____

Time: _____

Part	Quantity	Part	Quantity
255	_____	20XXB	_____
215	_____	215-2	_____
415	_____	ID	_____
63	_____	20XXC	_____

_____ SIGNATURE

_____ SUPERVISOR'S INITIALS

* forms are reduced

SAMPLE FORMS FOR TASK PEFORMANCE #7 *

Employee number _____

SUPPLY REQUEST

QUANTITY	ITEM NAME	PART #	SIZE

_____ DATE

_____ SIGNATURE

ORDER FORM

Company Name _____

Address _____

_____

Placed by (name) _____ Phone _____

Date of order _____

Part #	Quantity	Part #	Quantity
63	_____	215-2	_____
66	_____	255	_____
77	_____	256	_____
20XXB	_____	315	_____
20XXC	_____	415	_____
215	_____	XD	_____

Signature of person taking order _____

Date of order _____

* These are more complex forms than those on the previous page. Forms are reduced.

PROJECT WORK ENGLISH

KEY COMPETENCIES FOR LEVEL II—TRACK A

Evaluate progress by writing the date of assessment in the correct column below:

0 = Student gives no response or responds unintelligibly or inappropriately.
1 = Student communicates appropriately but pronunciation and/or grammatical errors inhibit effectiveness.
2 = Student communicates appropriately and effectively.

	0	1	2
1. Introduce self and others.			
2. Respond to and ask questions about common conversational topics; respond appropriately when conversations end.			
3. Give appropriate reason for absence or tardiness for self or family member in person or on telephone.			
4. Request permission to take time off, to leave early, or to otherwise modify one's work schedule.			
5. Take and deliver a phone message, or message given in person, to the appropriate person.			
6. Follow oral or written instructions to carry out a multi-step task.			
7. Respond appropriately to supervisor's comments or questions about work in progress.			
8. Request supervisor to check work.			
9. Report completion of task to supervisor.			
10. Ask where a place or object is located; give and follow simple oral directions to locate a place or object.			
11. Clearly state when something has/has not been understood; repeat to verify that information has been understood.			
12. Ask someone to speak more slowly or to repeat something.			
13. Read work schedules and identify days and shifts to be worked and duties to be performed.			
14. Read gross and net pay and common deductions on paychecks; report errors on paychecks.			
15. Read basic safety signs.			
16. Give and respond to oral warnings or basic commands about safety.			
17. Report accidents or injuries orally or in writing; explain cause of accident or injury.			
18. Complete standard job application without assistance by copying information from model.			
19. Respond to specific and open-ended questions about job desired, work history, skills, qualifications, training, education, means of transportation, etc.			

Name _____

PROJECT WORK ENGLISH

KEY COMPETENCIES FOR LEVEL II— TRACK B

Evaluate progress by writing the date of assessment in the correct column below:

0 = Student gives no response or responds unintelligibly or inappropriately.
1 = Student communicates appropriately but pronunciation and/or grammatical errors inhibit effectiveness.
2 = Student communicates appropriately and effectively.

	0	1	2
1. Introduce self and others.			
2. Ask and answer simple questions about personal background and activities; respond appropriately when conversation ends.			
3. Give appropriate reason for absence or tardiness for self or family member in person or on telephone.			
4. Request permission to take time off, to leave early, or to otherwise modify one's work schedule.			
5. Follow oral or written instructions to carry out a simple task.			
6. Respond appropriately to supervisor's comments or questions about work in progress.			
7. Request supervisor to check work.			
8. Report completion of task to supervisor.			
9. Ask where a place or object is located; follow simple oral directions to locate a place or object.			
10. Clearly state when something has/has not been understood; repeat to verify that information has been understood.			
11. Ask someone to speak more slowly or to repeat something.			
12. Read work schedules and identify days and shifts to be worked and duties to be performed.			
13. Read gross and net pay and common deductions on paychecks; report errors on paychecks.			
14. Read basic safety signs.			
15. Give and respond to oral warnings or basic commands about safety.			
16. Report accidents or injuries and explain cause in simple terms.			
17. Copy details of personal information, education, work experience, references, training, citizenship, and health on job application.			
18. State job desired or applied for, preferred shift and starting date.			
19. Respond to specific questions about personal information, education, previous work experience, means of transportation, skills, and training.			

Name_____

PROJECT WORK ENGLISH
KEY COMPETENCIES FOR LEVEL II— TRACK C

Evaluate progress by writing the date of assessment in the correct column below:

0 = Student gives no response or responds unintelligibly or inappropriately.
1 = Student communicates appropriately but pronunciation and/or grammatical errors inhibit effectiveness.
2 = Student communicates appropriately and effectively.

	0	1	2
1. Introduce self and others.			
2. Give appropriate reason for absence or tardiness for self or family member in person or on telephone.			
3. Request permission to take time off, to leave early, or to otherwise modify one's work schedule.			
4. Follow instructions to carry out a simple task.			
5. Respond appropriately to supervisor's comments or questions about quality of work.			
6. Request supervisor to check work.			
7. Report completion of task to supervisor.			
8. Request supplies.			
9. Ask where a place or object is located; follow simple oral directions to locate a place or object.			
10. Clearly state when something has not been/has been understood; ask someone to speak more slowly or to repeat something.			
11. Read work schedules and identify days and shifts to be worked.			
12. Identify gross and net pay on paycheck and report errors.			
13. Read basic safety signs.			
14. Give and respond to oral warnings or basic commands about safety.			
15. Report accidents and injuries in simple terms.			
16. Copy details of personal information, education, work experience and references in appropriate place on job application.			
17. State job desired or applied for, preferred shift and starting date.			
18. Respond to specific questions about personal information, education or previous work experience.			

Name _____

TRACK C

PROJECT WORK ENGLISH

LEVEL II-C FINAL EXAMINATION

NAME _____

DATE _____

TESTER _____

PART I: APPLICATION FOR EMPLOYMENT

PART II: GENERAL INTERVIEW QUESTIONS

		0	1	2	3
1.	Hi. My name is _____. (Tester shakes hands.) (Student gives name.)	0	1		
2.	Nice to meet you. (Student responds appropriately.)	0	1		
3.	How are you today? (Student responds appropriately.)	0	1		
4.	Where are you from?	0	1		
5.	How long have you lived in Chicago?	0	1		
6.	Why did you come to the United States?	0	1	2	
7.	May I have your application please. (Student hands application to tester.)	0	1		
8.	Do you have a green card? (2 points for student who has no green card but says s/he has I-94)	0	1	2	
9.	What job do you want?	0	1		
10.	Why?	0	1	2	
11.	Tell me about your work experience. (2 points if student mentions all jobs on the application)	0	1	2	
12.	How much education do you have? (If student needs clarification of "education" give only 1 point.)	0	1	2	
13.	What shift can you work? (Student can get 2 points even if clarification is necessary.)	0	1	2	
14.	How will you get to work? (If student needs clarification, give only 1 point.)	0	1	2	
15.	How can we contact you?	0	1		

Tell student, "O.K. Thank you. That's the end of the interview."

SUBTOTAL: 22

PART III: ROLE PLAY

"You are a worker at Megatron Company. You can't come to work today because you are sick. Call your supervisor and explain the problem. Her name is _____. This is the number." Hand student a written phone number.

(Tester answering telephone should say "Megatron," then wait for student to identify self, ask for supervisor, and deliver message. Ask student to spell name. Prompt only if absolutely necessary.)

	0	1	2	3
A. Dials correctly.	0	1		
B. Asks to speak to supervisor by name.	0	1	2	
C. Delivers message correctly.	0	1	2	
D. Volunteers name (No point if tester must ask student's name.)	0	1		
E. Spells name correctly when asked.	0	1	2	

PART IV: SAFETY

1. Show picture B. Ask student, "What's the problem?" (Student names one problem.)	0	1		
2. Show 3 pictures one after the other. Student matches the safety tools/equipment /clothes needed. Ask student, "What does s/he need?" (Student gets one point for each item matched)	0	1	2	3

PART V: TASK PERFORMANCE

1. Teacher has box of assorted wires.
   Tell the student, "Count the red wires."
   (If student asks for clarification , rephrase to "How many?")

   Then say, "Count the azure wires".
   (If student asks for clarification, rephrase to "blue".)

A. Counts the red wires.	0	1		
B. Ask for clarification of the word "azure".	0	1	2	

2. Teacher has ball of string and a pair of scissors.
   Make sure no ruler is in sight.
   Tell the students, "Please cut me a piece of string 6 inches long". (Student cuts string.) "Now cut a piece 8 1/2 inches long." (Student cuts string.)

A. Student requests something to measure with.	0	1	2	
B. Student measures 6 inches correctly.	0	1		
C. Student measures 8 1/2 inches correctly.	0	1		

3. "TAKING INVENTORY" (Code Reading) See folder for instructions.	0	1	2	3	4	5

SUBTOTAL: 24

PART VI: DIRECTIONS

	0	1	2	3
1. Tester says to student, "Please bring me the yellow telephone".				
A. Student asks "Where is it?"	0	1		
Teacher: "It's in the office, in the secretary's desk, in the bottom left-hand drawer."				
B. Student brings telephone.	0	1		
2. Tester says to student: Please put this (object) away for me.				
A. Student asks "Where (does it go?")	0	1		
Teacher: On the middle shelf across from the women's rest room."				
B. Student puts the object in the correct place.	0	1		
3. Tester asks student: "Excuse me, could you tell me where the elevators are?"				
Student describes location of elevators.	0	1	2	

PART VII: READING A WORK SCHEDULE

Tester tells student "This is your work schedule."

1. What days do you work?	0	1
2. What shift do you work?	0	1
3. What days are you off?	0	1
4. What time do you get off work on Thursday? (If student asks for clarification, rephrase to "What time do you finish work on Thursday?")	0	1
5. Do you work full-time or part-time?	0	1

SUBTOTAL: II

SCORING

Part I (Application): 20 ÷ 2 = 10 points

Part II - VII: 57 points

Total points: 67

Percentage: _____ %

PART I: TRACKS B & C

APPLICATION FOR EMPLOYMENT

(Please Print)

PERSONAL

Name _____

Last First Middle

Address _____

Number Street

_____

City State Zip

Telephone ( ) _____

Social Security Number _____

Are you a U.S. Citizen? _____ Yes _____ No

Are you over 18 years of age? _____ Yes _____ No

EDUCATION

Last School Attended _____

Name

_____

Address

Circle Last Year Completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

EXPERIENCE

List your employers, starting with the last one first.

Period Employed	Name and Address	Job	Reason for leaving
From: To:			
From: To:			
From: To:			

REFERENCES

Do not list relatives or former employers.

Name	Address	Years Known	Occupation

Date _____ Applicant's Signature _____

DO NOT WRITE BELOW THIS LINE

PART I: TRACKS B & C: SCORE SHEET

APPLICATION FOR EMPLOYMENT

(Please Print)

PERSONAL

Name _____
Last (1) First (2) Middle

Address _____
Number Street (3)

_____
City State Zip

Telephone ( ) _____ (4)

Social Security Number _____ (5)

Are you a U.S. Citizen? _____ Yes _____ No (6)

Are you over 18 years of age? _____ Yes _____ No (7)

EDUCATION

Last School Attended _____
Name

_____ (8)
Address

Circle Last Year Completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 (9)

EXPERIENCE

This point is for reverse chronological order. If only one job, give one point.

List your employers, starting with the last one first. (10)

Period Employed	Name and Address	Job	Reason for leaving
From: (11) To:	(12)	(13)	(14)
From: To:			
From: To:			

If more than one is completed, score best one.

SIDE 2

REFERENCES

Do not list relatives or former employers.

Name	Address	Years Known	Occupation
(15)	(16)	(17)	(18)

Date _____ (19) Applicant's Signature _____ (20)

DO NOT WRITE BELOW THIS LINE

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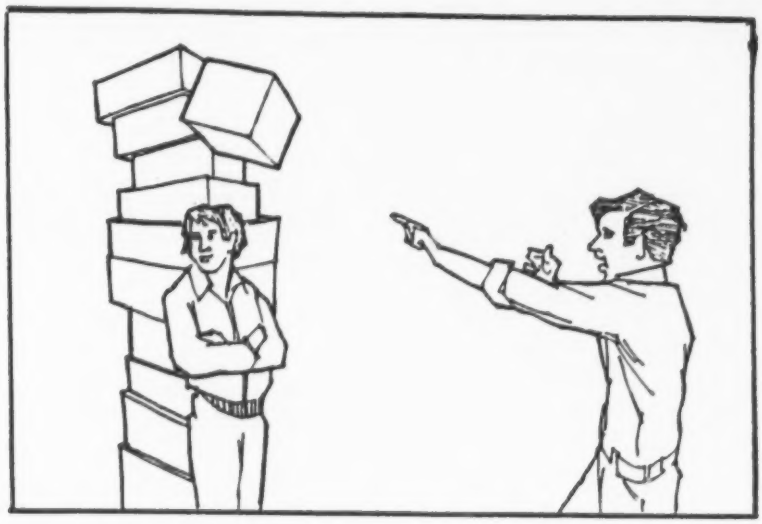
PART IV: SAFETY PICTURES *

PICTURE A (Part IV, #1, Tracks A & B)



PICTURE B (Part IV, #1, Track C;
Part IV, #2, Tracks A & B)

* Pictures are reduced from Let's Work Safely - pp. 70 & 78.

PART IV: SAFETY PICTURES *

Pictures for Part IV, #2, Track C (matching exercise)

DIRECTIONS: Show pictures on the left one at a time. Ask the student, "What does s/he need?" The student chooses the appropriate item from the right.

* Pictures are reduced. For use in the exam, they should be enlarged and mounted individually on index cards.

PART V, #3: TRACKS A, B, C TAKING INVENTORY (Code Reading)

MATERIALS: 1) Index cards with codes written on them (see below)
2) Inventory Form (see next page)

Code written on card	Quantity
JL205	2
234-Z	5
232-Z	6
BL201-P	1
XC298	1
JL201	3
XC278	3
K5980	8

DIRECTIONS: Hand the students a pile of index cards (well mixed up) and an inventory form. Tell the student, "Sort these cards and write down how many of each kind there are. Do you understand?"
Clarify instructions once if student asks.

SCORING: One point for each correct item. (See Score Sheet below.)
Track C: 5 possible points
Tracks A & B: 6 possible points

SCORE SHEET

INVENTORY FORM

	PART #	QUANTITY	
1.	JL201	3	
2.	JL201-P	0	(No point if left blank)
3.	232-Z	6	
4.	234-Z	5	
5.	XC278	3	
	TOTAL:	17	(Tracks A & B only)

PART V, #3: INVENTORY FORMS

TRACKS A & B

INVENTORY FORM

	PART #	QUANTITY
1.	JL201	_____
2.	JL201-P	_____
3.	232-Z	_____
4.	234-Z	_____
5.	XC278	_____
	TOTAL:	_____

TRACK C

INVENTORY FORM

	PART #	QUANTITY
1.	JL201	_____
2.	JL201-P	_____
3.	232-Z	_____
4.	234-Z	_____
5.	XC278	_____

PART VII: TRACK C

MAURICE SPORTING GOODS
WORK SCHEDULE

For April 4 - 10, 1986

	8:30 a.m. - 4:30 p.m.	4:30 p.m. - 11:30 p.m.	11:30 p.m. - 7:30 a.m.
SUN	———	———	———
MON	KIM TRY		JUAN HERNANDEZ
TUES	KIM TRY		JUAN HERNANDEZ
WED	KIM TRY		JUAN HERNANDEZ
THUR	KIM TRY		JUAN HERNANDEZ
FRI	KIM TRY		JUAN HERNANDEZ
SAT	———	———	———

N.B. Type the student's name in each empty box.

TRACKS A & B

PROJECT WORK ENGLISH

LEVEL II-A and II-B FINAL EXAMINATION

NAME _____

DATE _____

TESTER _____

PART I: APPLICATION FOR EMPLOYMENT

PART II: GENERAL INTERVIEW QUESTIONS

		0	1	2	3
1.	Hi. My name is _____. (Tester shakes hands.) (Student gives name.)	0	1		
2.	Nice to meet you. (Student responds appropriately.)	0	1		
3.	How are you today? (Student responds appropriately.)	0	1		
4.	Where are you from?	0	1		
5.	How long have you lived in Chicago?	0	1		
6.	Why did you come to the United States?	0	1	2	
7.	May I have your application please. (Student hands application to tester.)	0	1		
8.	Do you have a green card? (2 points for student who has no green card but says s/he has I-94)	0	1	2	
9.	What job do you want?	0	1		
10.	Why? (3 points if student gives TWO reasons for wanting the job)	0	1	2	3
11.	Tell me about your work experience. (2 points if student mentions all jobs on the application)	0	1	2	
12.	How much education do you have? (If student needs clarification of "education" give only 1 point.)	0	1	2	
13.	What shift can you work? (Student can get 2 points even if clarification is necessary.)	0	1	2	
14.	How will you get to work? (If student needs clarification, give only 1 point.)	0	1	2	
15.	How can we contact you?	0	1		

Tell student, "O.K. Thank you. That's the end of the interview."

SUBTOTAL: 23

PART III: ROLE PLAY

"You are a worker at Megatron Company. You can't come to work today because you are sick. Call your supervisor and explain the problem. Her name is _____. This is the number." Hand student a written phone number.

(Tester answering telephone should say "Megatron," then wait for student to identify self, ask for supervisor, and deliver message. Ask student to spell name. Prompt only if absolutely necessary.)

	0	1	2	3
A. Dials correctly.	0	1		
B. Asks to speak to supervisor by name.	0	1	2	
C. Delivers message correctly.	0	1	2	
D. Volunteers name (No point if tester must ask student's name.)	0	1		
E. Spells name correctly when asked.	0	1	2	

PART IV: SAFETY

1. Show picture A. Point to man on right. Ask student, "What is this man saying?" (Student responds with generic warning e.g., "Be careful!")	0	1		
2. Show picture B. Ask student, "Tell me 3 problems." (Student gets one point for each problem mentioned.)	0	1	2	3

PART V: TASK PERFORMANCE

1. Teacher has box of assorted wires. Tell the student, "Count the red wires." (If student asks for clarification , rephrase to "How many?") Then say, "Count the azure wires". (If student asks for clarification, rephrase to "blue".)				
A. Counts the red wires.	0	1		
B. Ask for clarification of the word "azure".	0	1	2	
2. Teacher has ball of string and a pair of scissors. Make sure no ruler is in sight. Tell the students, "Please cut me a piece of string 6 1/2 inches long." (Student cuts string.) "Now cut a piece 11 1/4 inches long." (Tester should pronounce 11 1/4 "eleven-and-a-quarter.")				
A. Student requests something to measure with.	0	1	2	
B. Student measures 6 1/2 inches correctly.	0	1		
C. Student measures 11 1/4 inches correctly.	0	1		
3. "TAKING INVENTORY" (Code Reading) See folder for instructions.	0	1	2	3
		4	5	6

SUBTOTAL: 25

PART VI: DIRECTIONS

		0	1	2	3
1.	Tester says to student, "Please bring me the yellow telephone".				
	A. Student asks "Where is it?"	0	1		
	Teacher: "It's in the office, in the secretary's desk, in the bottom left-hand drawer."				
	B. Student brings telephone.	0	1		
2.	Tester says to student: Please put this (object) away for me.				
	A. Student asks "Where (does it go)?"	0	1		
	Teacher: On the middle shelf across from the women's rest room."				
	B. Student puts the object in the correct place.	0	1		
3.	Tester asks student: "Excuse me, could you tell me where the elevators are?"				
	Student describes location of elevators.	0	1	2	3

PART VII: READING A WORK SCHEDULE

Tester tells student "This is your work schedule."

1.	What days do you work?		1
2.	What shift do you work?	0	1
3.	What days are you off?	0	1
4.	What time do you get off work on Thursday? (If student asks for clarification, rephrase to "What time do you finish work on Thursday?")	0	1
5.	Do you work full-time or part-time?	0	1

SUBTOTAL: 12

SCORING	TRACK B	TRACK A	
Part I (Application):	20 ÷ 2 = 10 points	Part I (Application):	30 ÷ 2 = 15 points
Part II - VII:	60 points	Part II - VII:	60 points
Total points:	70	Total points:	75
Percentage:	_____%	Percentage:	_____%

PART I: TRACK A

APPLICATION FOR EMPLOYMENT

(Please Print)

Date _____ Position Applied for: _____

Date you can start _____ Salary desired _____

PERSONAL

Name _____ Telephone _____
Last First Middle

Address _____
Number Street City State Zip

Are you over 18 years of age? ____ Social Security Number _____

Are you a U.S. Citizen? Yes ____ No____

EDUCATION

Last School Attended _____
Name Address

Circle Last Year Completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Special Training _____
Date Place Subject

EXPERIENCE

List your employers, starting with the last one first.

Period Employed	Name and Address	Job	salary	Reason for leaving
From: To:				
From: To:				
From: To:				

HEALTH

Do you have any physical condition that may limit your ability to perform the job for which you are applying? ____ if "Yes", explain: _____

(OVER)

In case of emergency, notify _____
Name

_____
Address Telephone

_____

REFERENCES

Do not list relatives or former employers.

Name	Address	Occupation	Years Known

Applicant's Signature_____

DO NOT WRITE BELOW THIS LINE

PART I: TRACK A: SCORE SHEET

APPLICATION FOR EMPLOYMENT

(Please Print)

Date _____ (1) Position Applied for: _____ (2)

Date you can start _____ (3) Salary desired _____ (4)

PERSONAL

Name _____ Telephone _____
Last (5) First (6) Middle (7)

Address _____
Number Street City State Zip (8)

Are you over 18 years of age? ____ (9) Social Security Number _____ (10)

Are you a U.S. Citizen? Yes ____ (11) No____

EDUCATION

Last School Attended _____
Name (12) Address

Circle Last Year Completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 (13)

Special Training _____
Date Place (14) Subject

EXPERIENCE

This point is for reverse chronological order. If only one job is listed, give one point.

List your employers, starting with the last one first. (15)

Period Employed	Name and Address	Job	salary	Reason for leaving
From: To: (16)	(17)	(18)		(19)
From: To:				
From: To:				

(If more than one is completed, score best one out of 3)

HEALTH

Do you have any physical condition that may limit your ability to perform the job for which you are applying? ____ (20) if "Yes" explain: _____

SIDE 2

In case of emergency, notify _____
Name

_____
Address (21) Telephone

REFERENCES

Do not list relatives or former employers.

Name	Address	Occupation	Years Known
(22)	(23)	(24)	(25)
(26)	(27)	(28)	(29)

Aplicant's Signature _____ (30)

NOTE: The application form and score sheet for Part I, Track B can be found on pages 133-135.

The visuals and forms for Parts IV and V, Tracks A & B, can be found on pages 136-139.

PART VII: TRACKS A & B

MAURICE SPORTING GOODS
WORK SCHEDULE

For April 4 - 10, 1986

	8:30 a.m. - 4:30 p.m.	4:30 p.m. - 11:30 p.m.	11:30 p.m. - 7:30 a.m.
SUN	———	———	———
MON		KIM TRY	JUAN HERNANDEZ
TUES	KIM TRY		JUAN HERNANDEZ
WED	KIM TRY		JUAN HERNANDEZ
THUR	KIM TRY		JUAN HERNANDEZ
FRI	KIM TRY		JUAN HERNANDEZ
SAT	———	———	———

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N.B. Type the student's name in each empty box.